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ABSTRACT

This evaluation summary is a synopsis of information on the school year (SY) 1987-1988 Learning Center program in Hawaii contained in 20 different evaluation reports, one on each Learning Center. Each Learning Center served elementary, intermediate, or high school students, and the program of each was designed to equalize educational opportunities by providing truly open choices to public school students and their parents. Because the program of a Center could be quite specific, some had special admissions requirements or prerequisites. Five Centers offered performing arts; three offered media communications; seven had an occupational-career technology focus; and five offered classic academic courses. The overview section provides the national and state context for the inherent worth of the program. A generic Learning Center is described in goals, definition, and description sections. The four major implementation categories are broken up in the following areas: (1) purposes; (2) program organization; (3) program resources; (4) and students served. Students' evaluations and parents' evaluations are examined. Major accomplishments, needs, and concerns are also discussed. The paper concludes with a discussion and recommendations section. Data are presented on 15 figures and 7 tables. A list of 21 references is included. An appendix lists the 20 Learning Centers covered in the evaluation. (DF)

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EVALUATION REPORT SUMMARY

LEARNING CENTER PROGRAM

SY 1987-88

UD 027 077

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EVALUATION REPORT SUMMARY

LEARNING CENTER PROGRAM

SY 1987-88

Department of Education
Office of the Superintendent
Planning and Evaluation Branch
Evaluation Section

November 1988

EXECUTIVE SUMMARY

Preface

The present overall evaluation summary is a synopsis of information on the SY 1987-88 Learning Center program contained in 20 different evaluation reports[1], one on each Learning Center. The intent of the overall report is to maintain the individualized picture of each Learning Center evaluation and, at the same time, to condense the 20 evaluations into an overall summary. This Executive Summary, therefore, will only describe the general contents of major sections of the overall evaluation summary. For specific data and outcomes, refer either to the appropriate section in the overall summary or to the appropriate individualized report.

Introduction

Central to policy decision-making is a perspective on the inherent worth of a program. The Overview section provides the national and state context for such a perspective on the Learning Center program. It presents the social and educational values undergirding parental choice, school level autonomy and program diversity. Most prominent among these is educational equity that well controlled, educational choice plans can provide. Controlled choice breaks the "residential geography is educational destiny" link. Increasing choice among our public high schools with distinctive and excellent programs, one goal of the Learning Center program, serves to affirm our democratic belief that social class distinctions have no place in public education. Other educational reasons for supporting choice are proffered.

With the inauguration of 14 Learning Centers located in 13 high schools in five districts in the Spring of 1987, Hawaii formally joined 15 other states in attempting to provide more parental choice among distinctive educational programs. The Board of Education and legislative actions leading to this inauguration are briefly outlined along with the Department of Education's subsequent responses. Two of note are the evaluation of 14 Centers which opened in the Spring semester of 1987 and the publication of the **Learning Center Guidelines** (January, 1988). In the Fall of SY 1987-88, 13 of the original 14 Centers and seven additional Centers began. Learning Centers were now located in all seven districts with 53% of the high schools in the state having Learning Center programs.

Learning Center Definition and Description

Abstracted from the **Learning Center Guidelines** (DOE, OIS, 1988), a generic Learning Center is described in Goals, Definition and Description section.

Goals. Four state level goals of the Learning Center program are:

- **To expand educational choices for public school students with special interests and talents.**

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[1] The 20 Learning Center Evaluation Reports are listed in Appendix A and are available from the Office of the Superintendent, Planning and Evaluation Branch, Evaluation Section.

- **To make efficient use of educational resources, such as facilities, staff and equipment.**
- **To encourage school-community collaboration and use of high quality and technologically advanced community resources.**
- **To provide public school parents with new choices on the kinds of education they want for their children.**

Definition and Description. A generic Learning Center is a specialized program organized around a theme or subject area; is open to all public school students regardless of district and school attendance boundaries who are interested in acquiring and developing particular talents and skills in depth; and is taught in innovative ways by highly skilled teachers.

A Learning Center should offer a program formerly unavailable either because facilities, specialized staff and/or other resources are lacking or because the year-to-year student demand for certain courses at any one school is low or variable. Thus a program should enrich and expand learning experiences by introducing new or formerly unavailable courses or set of activities, by offering adjunct enrichment experiences via community involvement, and/or providing new or expanded experiences integrated within existing courses.

The Learning Center program is intended to make maximum use of expensive and scarce resources (e.g., costly equipment) and to avoid duplication by concentrating such resources (e.g., teachers and equipment) in a high school Learning Center. Students "with a particular ability and need from all of the district's high schools"[2] may then use them. These scarce resources should also be available to students from elementary and intermediate feeder schools as appropriate. Extended school day scheduling is an option depending on the program and student demand.

The Learning Center program is intended to equalize educational opportunities by providing truly open choices to public school parents and their children. Thus Learning Centers "are not to serve as special programs for students who do not succeed in regular schools...There should be an emphasis on...educational options for all students, not just the very bright..., the handicapped..., or the problem students." The Learning Centers "will not exclude or segregate students because of race or financial or social status, and ability and previous educational experiences for entry level courses". To ensure fairness, openness, and educational equity, admission standards for basic or entry level courses are to be open and based only on interest and space.

However, a given Learning Center (or portion of a Learning Center's program) may be targeted for specific students and have selective admission procedures (e.g., theatrical audition, grade point average, etc.). An additional exception to open admission standards is the Learning Center (or portion thereof) which offers advanced level courses and/or activities that require prerequisite skills or knowledge.

To provide access and equity, parents of students accepted into a given Learning Center should be granted district exceptions if the Learning Center is not the students' home school (i.e., attendance area). The same exception applies for enrollment across district lines.

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[2]All quotes are from **Learning Center Guidelines** (January, 1988). pp. 2-7.

Desired Outcomes. Desired outcomes are expected in five areas: High levels of student achievement in the Learning Center theme area; high levels of student and teacher motivation and student commitment to learning; low levels of behavioral and attendance problems; more opportunity for cooperative peer learning experiences; and strong links with community resources.

Evaluation Method

Since each Learning Center is, by intent, distinctive and responsive to the school, community and district needs and strengths, the method for evaluation needed to respect such "individuality". At the same time, a number of generic outcomes and structural features set within the Learning Centers' themes are also expected. In addition, all the Learning Centers are essentially in the formative, program development stage. The few months in operation during Spring 1987 provided only a minor headstart for the 13 Learning Centers. With these considerations in mind, the evaluation design was formative in purpose and involved collecting descriptive implementation data, data on each Learning Center's objectives, and data on the impact of the program on the three targeted groups -- parents, teachers, and students.

Implementation. Below are the four major implementation categories with their general descriptive findings.

I. LC Purposes.

- Themes -- Five Learning Center programs offered performing arts; three themes dealt with media communication; seven had an occupational-career technology focus; and five offered more classic academic themes. [See Table 1 for the 20 locations and condensed theme content.]

- Enrichment and Expansion -- How the programs enriched and expanded regular high school programs or already distinctive programs (e.g., Community Quest) were identified and formed three category types. All Centers had at least one type of enrichment; 19 had two types, while eight enriched and expanded regular programs in all three ways. [See pages 9 through 11 and Figure 1.]

- Goals and Objectives -- Significant progress in developing measurable student objectives which operationalized each Center's goals was made. Greater instructional clarity and more objective feedback on student learning is now possible. [See Table 6 for types of LC objectives, their "measurable status" and outcome.]

II. Program Organization.

- Admission Procedures -- Types of admission standards indicate how inclusive or exclusive each Center was and must be assessed in relation to the purpose of the Center and its response to student and community needs. Three types were used: open, selective, and "captive". The latter was used primarily because timing of high school registration and timing of legislative funding are incompatible. This issue is addressed in the recommendations section. [See Table 2.]

- o Scheduling Options -- To attract other high school students, to serve elementary and intermediate students, to accommodate schedules of community experts, and to use equipment efficiently, most Centers had "after-school"[3] courses/activities. Only four did not.

III. Program Resources. Advisory board, instructional personnel (Center staff, regular staff, contract services), community resources and DOE/non-DOE funds are summarized by Centers in Tables 3a and 3b.

Most Centers had formed Advisory Boards. Most had only part-time LC Coordinators/teachers. The number and degree of regular staff involvement varied greatly with one Center having 15 teachers from three departments and others having none. Contracted instruction was used to hire teachers for elementary and intermediate students, specialized experts (e.g., technical and theatrical experts), and instructors for the "after-school" program strands.

All Centers had the community involved. Contributions ranged from donations of money, material and labor to instruction (e.g., guest speakers, demonstrators, exhibitors). DOE funding expenditures ranged from $28,361 to $48,953. Six Centers augmented their allocated DOE funds with Federal grants and business contributions.

IV. Students Served. The number of high school students enrolled in each Center varied from seven to over 1,000, with approximately 2,300 overall. The differences reflect the type of admission criterion, extent and timing of information to students and parents, as well as broadness in Center theme appeal. Withdrawals, with one exception, were less than 30%. Reasons given were after-school scheduling conflicts, transportation problems, non-interest, or too demanding a program.

Sixteen Centers provided services to elementary and intermediate students and in some instances these greatly outnumbered high school students enrolled.[4] Narrowing the target group of this program given the modest resources may be appropriate. "Out of district" and "out of attendance area" figures are also reported. Until the Learning Center state program is stabilized, the Centers more fully developed, and strong Learning Center informational campaigns conducted, using district exception figures as indicators of program success is premature. [See page 26 and Table 4.]

Student Evaluation Findings. These results reflect the impact upon and view of the Learning Center programs from those most directly involved, the students. Grades, attendance, and student outcome objectives are indirect indicators of student achievement and interest. Questionnaire results provide students' assessments of their own motivation and attitude; perspective of their own learning compared to that in their regular school program; and their evaluation of instruction received and quality of their Learning Center program.

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[3]"After-school" options mean evenings, weekends, and before and after school hours.

[4]None of the other 15 states' choice plans attempts to serve all school levels.

I Grades and Attendance -- At least 50% or more of the students at 17 Centers earned grades of A or B. Students received D's or F's at 11 Centers, indicating appropriate grading standards were maintained. Compared to SY 1987-88 statewide absentee rate, Learning Center attendance was good, with 15 Centers having at least 50% of unexcused absences occur two or fewer times. [See Table 5 and Figures 2 and 3.]

II Student Outcome Objectives -- For most Centers, student outcomes met or exceeded the stated objectives. The criterion established (i.e., the expected quality of performance) seemed above average in most cases, indicating high expectations for Learning Center students. [See Table 6.]

III Questionnaire Results -- Most students in all Centers and 90% of the students in 15 Centers viewed their learning experiences as special and distinctive (i.e., learned more, learned different things and in different ways) from the regular school program. Most students also reported that their attention, interest, effort and motivation were high. When full choice and increased student initiated admission procedures are fully in place, these figures should increase. The category with the greatest variability across Centers was students' view of whether the Learning Center experience improved their attitude toward learning, classmates and school. Overall, students gave high ratings to their Learning Center instruction and quality of their Learning Center program. Most felt their classes were consistently well-prepared and organized and were taught in innovative ways with enthusiasm.

Parent Evaluation Findings. Results of the parent questionnaire showed that parents generally felt well-informed about their own children's program in most Centers. However, the most uniform result across all Centers was that parents felt quite uninformed about any other Learning Center program. Without information, neither parents nor their children can make meaningful choices.

Parents were overwhelmingly positive, however, about the contribution the Learning Center program made to their children's education; in meeting their children's interests and needs and in providing greater educational diversity. By and large, parents would like to see their children's Learning Center program continued.

Other Evaluation Findings. Almost all Centers submitted additional information relevant to their program's goals and objectives. This information took the form of testimonial letters from community organizations, parents and businesses; results from additional surveys which solicited parent and student opinions; written essays by students who evaluated and critiqued portions of their Learning Center experiences; and educational awards and honors conferred. These are most often unique to each Center. Please refer to individual Learning Center evaluation reports for more specifics.

Major Accomplishments, Needs and Concerns

Accomplishments and concerns true for more than a majority of the 20 Learning Centers and/or relevant to the goals and definition of a generic Learning Center are listed below.

Accomplishments: The following are seven general accomplishments.

- Students of different ability levels, interests and talents can be provided with real educational options. This conclusion is based on diversity of themes within and across districts, on types of activities and experiences within Centers and on variety in Center admission standards.

- The "regular" curricula have been expanded and enriched. This was accomplished through offering new courses, providing additional enrichment activities and experiences, increasing the depth/breadth of existing courses, and/or providing for acquisition of more modern technological skills.

- Community participation has enriched Center resources and learning opportunities. Businesses, agencies, community groups and individual experts contributed in a variety of ways, noted earlier.

- From the students' perspective, the Centers promoted distinctively different learning (i.e., in amount, type and method of learning) than found in a "regular" high school program. From the parents' perspective, the Centers' programs benefited their children in educationally important ways and helped meet their needs and interests.

- Compared to Spring 1987 implementation, the Centers appeared to operate in a smoother fashion. Most school and district Learning Center personnel had a clearer, more focused picture of a Learning Center, a better grasp of the State Learning Center goals, and clearer articulation of the impact their respective activities should have on participating students (i.e., measurable objectives).

- The Centers have extended participation and services to students from other schools, primarily elementary and intermediate students.

- The School Coordinators and Learning Center staff have displayed strong professional commitment and competency in implementing and administering this complex program.

Needs and Concerns. Concerns were primarily about how to implement the program effectively given the resources, personnel and external constraints.

- Fiscal uncertainty (e.g., whether the Center will open or continue, budget changes, insufficient funding) remained problematic. There was understandable hesitation to gain and give commitments to community businesses and resource experts; to parents and students, particularly those who must arrange for district exceptions and transportation; and to the regular teaching staff with the resulting impact on course assignments, scheduling, and timely acquisition of instructional materials and equipment.

- There was general concern about how to best attract and recruit high school students, particularly those from outside the attendance area, while maintaining professionally positive relations with fellow educators at the home school and district schools.

- There is continued concern about reaching and communiating with parents about the new educational choices offered. The concomitant concern was about the diffuseness of responsibility for the various levels of information and dissemination (e.g., within the high school; across high schools, elementary and

intermediate schools within the district; and to the general public and community at large) and lack of action in this regard.

- Maintaining high quality instruction and carrying out administrative, curricular and community recruitment responsibilities, the Coordinators/teachers were stretched too thin. Districts need to support a full-time Coordinator position. Additional assistance for the Coordinators from schools, districts and state seems needed. Currently there is little to guide the decision-making about how best to use limited resources. For example, within the broad target population of "public school students with special interests and talents" who are more important to serve? Are students from kindergarten to high school, in and outside the Centers' attendance areas, of equal priority? Should more effort be used in reaching intermediate and elementary students or should such efforts be of secondary importance to mustering community resources, for example?

- Student transportation remains a concern, particularly for geographically "isolated" and rural Centers where public transportation is limited or non-existent. More important than concern for student convenience and efficient use of scarce resources is the issue of educational equity and accessibility raised by such transportation difficulties. If the Centers are not to "exclude or segregate students because of race or financial or social status...", then creative and non-costly means of dealing with transportation problems need to be explored.

Discussion and Recommendations

The recommendations discussed in this section are formative in nature and are for the express purpose of assisting in the **improvement** of the Learning Center program. The fundamental thrust of this section is for proactive problem-solving rather than reactive troubleshooting.

1. **Provide more program management and curricular development assistance and review school, district and state Learning Center responsibilities.**

   More direction, information and focus have been given than in Spring 1987. Nevertheless, heavy responsibilities remained on the shoulders of part-time Learning Center Coordinators. The sense from the field is that they are stretched too thin. The **Learning Center Guidelines** (January, 1988) did lay out the various responsibilities at state, district and school levels. There is less ambiguity about "who is responsible for what." However, these assigned responsibilities need to be reviewed by all involved and then acted upon. More curricular assistance to the Centers (e.g., review course content, monitor quality of contracted instructional services, assist with development of new courses for credit) by district and state program managers is recommended. Additional specificity and increased coordination among school, district and state levels for the same broad responsibilities (e.g., disseminate Learning Center information) would be helpful. It is highly recommended that any new Center staff be provided with in-service training for administrative Learning Center management and on the principles underlying Learning Center design, operation, and desired outcomes.

2. **Set school and district program priorities for decision-making.**

The Learning Center program by intention and definition provides some degree of district and school level autonomy in decision-making and sufficient program flexibility to be responsive to the community (parents and students) needs. However, with finite resources, setting priorities at the school and district level so that reasoned and intelligent choices among a number of beneficial options seems needed. "Prioritizing" and updating Center **program** goals and objectives, for example, may help guide hard choices at the school level about allocation of resources and time.

3. **Articulate limits on variability of a "specialized program."**

The State's **Learning Center Guidelines** (January, 1988) was a significant step toward further definition and description of a Learning Center. Remaining unclear, however, is what constitutes a "specialized program." More specifically, what are the parameters within which program variability across Centers is appropriate and positive? What would a fully developed and implemented program in a given thematic area be like? Could a series of workshops be considered a valid Learning Center program? Is a single course with an enrichment lab sufficient as long as the other design features are in place? Or would a specialized program be more akin to a college major or minor in a particular discipline area? It appears what needs to be balanced is the tension between flexibility and responsiveness on one hand and progressive program development and coherence on the other. Gauging appropriateness of expenditure, services, enrollment size and so on will remain fuzzy until the "variability" parameters are articulated at the state level.

4. **Conduct school and public information campaigns.**

More district- and statewide information and publicity regarding the Learning Centers are needed. Since many of the parents across all Learning Centers were not aware of other Learning Centers in their district, increasing the amount and timeliness of such information may help provide parents with true educational choices. Reaching parents of intermediate students is particularly important since changing high schools once enrolled is not typically seen by adolescents as a viable option. The districts and state have plans for comprehensive campaigns for Fall 1988 prior to January 1989 registration for Fall 1990 courses. The expectation is that enrollment should increase (both home school and district exceptions) and parents' understanding of their educational choices should increase. A concomitant recommendation is to thoroughly inform the regular school staff at the Learning Centers' sites about the Centers' purposes and intent.

5. **Identify and address potential problems of Learning Center staff recruitment.**

The issue of how to recruit highly skilled and competent teachers with the relevant curriculum knowledge should be raised and addressed in a proactive fashion. To have an excellent specialized program will ultimately rest on more than one Learning Center coordinator/teacher's efforts and talents.

6. **Investigate and present transportation options.**

State and districts should investigate transportation options for students. This problem will continue because of the very nature of the program: Its intent is to share scarce resources across attendance and district boundaries and to provide true educational choices without excluding those who may be financially less able. To fully realize such an intent requires that transportation options be fully investigated, including how the private sector may contribute.

7. **Continue monitoring features of the Learning Center program that contribute to educational equity, choice and efficient resource sharing.**

8. **Provide stable, reliable funding during formative years.**

The funding uncertainty has hampered planning and coordinating efforts as noted in this evaluation as well as in the SY 1986-87 evaluation report. Not providing a reasonable funding time frame to get a major program off the ground effects teacher morale, enrollment efforts, regular school staff commitments and publicity action. Reliable funding during the formative years is needed in order to adequately plan and implement these high quality, thematic programs; to attract and engage highly skilled instructors; and to pull in and honor commitments to parents, students, and the wider community.

9. **Articulate state goals for future growth of the Learning Center program.**

Currently, all seven districts and 53% of the high schools statewide have Learning Centers. What are the future plans for expansion to other sites and on what educational-social bases would future expansion be decided? What are the respective trade-offs between concentrating on existing sites and expanding to new sites? These questions should be addressed.

OVERVIEW OF THE LEARNING CENTER PROGRAM

National and State Context

Introduction.

The overview presents the underlying social and educational values of this type of program. Thoughtful consideration of such values often gets lost in the mass of evaluation findings and formative empirical descriptions. An evaluation is to assist policy makers in making informed and reasoned decisions. Central to such decision-making is a perspective on the inherent worthiness of a program. Connecting the state Learning Center program to its broad national context provides such a perspective.

National Context.

With the inauguration of 14 Learning Centers located in 13 high schools in five districts in the Spring of 1987, Hawaii State Department of Education formally joined 15 other states[1] in responding to the nation-wide educational reform movement supported by the National Governors' Association. In its report, **Time for Results: The Governors' 1991 Report on Education** (1986), the goal of providing more parental choice among public schools was endorsed. The governors concluded that carefully designed, distinctive educational programs in the public school system that "encourage choice among alternatives are central to efforts to...

- o reduce dropouts,
- o increase student achievement and appreciation of learning,
- o improve parental involvement and satisfaction,
- o encourage racial and economic integration,
- o provide extra challenge for students dissatisfied with the conventional program, and
- o raise the morale of educators who were allowed to create distinctive programs from which families can choose"

(Nathan, 1987, p.747)

No two state plans are alike; each has used choice for different purposes. Thus, state action has varied in terms of the breadth of the target group served[2] (e.g., grade levels or characteristics of the students), the geographic scope of choice (e.g., within district or across district lines), the extent of total school involvement (e.g., the whole school, "school within a school," or a specialized program focus), and the extent of school level and teacher autonomy for developing and implementing the distinctive programs.

In many states initial resistance to parent choice within the educational profession was strong (cf, Mazzoni, 1986; Krupey & Loritz, in press; Raywid, 1987). As the

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[1]The 15 states, in addition to Hawaii, as of June 1987 are: Alaska, Arizona, California, Colorado, Florida, Iowa, Louisiana, Massachusetts, Missouri, Minnesota, New York, Virginia, Washington, and Wisconsin (Nathan, 1987). Unofficial estimates on how many districts have choice plans place the number at 10,000 nationwide ("Public School Choice", 1987).

[2]None of these state plans has involved all elementary, intermediate/middle schools, and high schools.

pioneer of controlled choice in Massachusetts in the early 1980's, Charles Glen has noted that teacher organizations' resistance and teachers' personal unease to giving parents more power to pick and choose where their children will be schooled has greatly diminished (Glen, in press). He attributes such change to the "new concern to improve the status of teachers by providing more professional autonomy...(p. 2)", autonomy promoted by many choice programs. However, a discomfort remains in the minds of some, a discomfort which is articulately refuted on logical as well as empirical grounds by both Charles Glen and Joe Nathan, the coordinator of the National Governors' 1991 **Time for Results: Report on Education** (1986).[3] The unfounded discomfort is well motivated and appears to be based on "a sense that parent choice will undermine basic American values that are incarnated in the public school..."(Glen, manuscript, p.2). such as the premise underlying the concept of the "neighborhood school", its non-elitism and its democratic-social integrating nature. Historically, the premise has been sound. However, a functional residential community and consequently the neighborhood school no longer exists today. It has ceased to bring together children of diverse backgrounds and of different social classes. Residential areas have become homogeneous.

> "The residential basis for school assignments in most communities assures that schools will be economically and racially homogeneous -- more so, indeed, than many non-public schools. For example, the student body of the elite boarding school Phillips Academy in Andover, Massachusetts is more diverse than is that of Andover High School.... Geography is destiny for millions of American children; where they live affects profoundly the kind of education they will receive, and what they will learn about life in our society.... By and large the parents of children in suburban schools have chosen where they will live and they may have done so in part on the basis of information about the local schools; real estate agents are avidly interested in the results of comparative assessments of schools! The parents of many urban, and poor,... children have little real choice about where they will live...and have correspondingly little influence on where their children will go to school"(Glen, in press, p. 8).

Increasing choice among our public schools with distinctive and excellent programs, a major state goal of the Department of Education's **Learning Center Program**, serves to re-confirm our democratic belief that social class elitism has no place in public education.

Besides this largely democratic-social equity reason for supporting choice, there are strong and empirically documented educational reasons:

1. Students seem to learn more and show more commitment in schools and programs that they and their parents have chosen (**Report on Educational Research**, 1987; Glen, 1987).

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[3]See Glen (1987; 1988a; & in press) and Nathan (1987 & in press) for a full presentation of these facts and arguments.

2. Choice programs permit the creation of working conditions which allow teachers to behave as professional educators (Carnegie Corporation, 1986; AFT Task Force on the Future of Education, 1986; National Governors' Association, 1986). The Carnegie Corporation reported that real excellence in public education takes place when there is sufficient school level (teacher and principal) autonomy to develop a distinctive approach to the educational mission shared by all educators. Thus, choice programs, if properly planned and supported, can keep and attract excellent teacher-educators by raising morale and allowing creation and ownership of distinctive programs (Raywid, 1984).

3. Schools are more effective when they have developed a distinctive and coherent approach to instruction (Glen, 1987). The findings of "Effective Schools" research of the past decade suggest that a school (or a program within a school) is more effective if it has a commitment to a single, clear pedagogical approach shared by those involved. Glen has noted that while "research and experience have not identified a single approach that is most effective under all circumstances and for all students, ...almost any well-developed pedagogy is preferable to the confusion of trying a little bit of everything... (manuscript, in press, p. 11)". It is no longer feasible economically nor effective educationally for each school to provide something for everybody. This "something for everyone" in one school, (often called the "add-on curriculum") results in loss of focus and sense of purpose (Powell, Farrar & Cohen, 1985). It also contributes to excessive caution (often called "defensive teaching") of educators who must try to avoid displeasing any member of their school community, while trying to please all. Bland, uninteresting, shallow treatment of content occurs (NCTE, 1988; Glen, 1987; Powell, Farrar & Cohen, 1985).

4. Finally, there is the accountability issue. According to the National Governors' Association report (1986), "When you have the opportunity to select, educators get a clear message about (the kind) of job they're doing." Choice is ultimately a strong measure of accountability ("Public School Choice", 1987).

An additional concern sometimes voiced about giving parents more choice and having distinctive programs is that of "brain drain" or "creaming". It has not materialized: Among various states and districts where choice programs have been carefully planned and then well implemented, there has been no report of such phenomenon (Nathan, 1987). No mass exodus of the above average students from some public schools to other public schools has happened. In fact, among parents who would consider having their children attend a different school if given a choice, more would move their children who were not doing well (Gallup, 1986).

Undirected, uncontrolled choice, however, may result in "creaming" and thus further increase educational inequities. However, a carefully designed public choice plan is the most effective and efficient way to achieve the positive outcomes and avoid the negative. Features of a desireable choice plan and "school within school" programs which do avoid the negative

outcomes have been well articulated[4] and would, with few exceptions be appropriate to the goals and intentions of the Department's **Learning Center Program**.

The focus on parental choice in education is predicted to grow ever stronger in the next decade. Three trends are clear:

1) policy makers will show more interest in expanding choice among public schools;
2) regardless of what legislatures do, educational options (e.g., private schools and private business remedial programs) will increase for affluent families; and
3) part of the pressure for expanding options will come from parents, business people, and others outside education (Nathan, 1987, p. 751).

The 1987 Gallup Poll results showed that by a three- fourths margin, public school parents support this concept of choice. Thus the Learning Center Program is a very timely one for Hawaii. Its state level intentions are to:

> expand educational opportunities for students with special talents and interests, provide public school parents with new choices on the kinds and quality of education they want for their children, and serve as models of educational excellence in the community.... Cost efficiency will be enhanced by concentrating resources at sites serving students from neighboring schools, thereby eliminating the need to duplicate programs at every high school (Toguchi, OIS 1988, Foreword).

Within this briefly sketched national context and with the Superintendent's intentions in mind, a chronological background of events regarding the beginning and initial year and one half of implementation of the Learning Center Program follows.

State Context.

The Board of Education directed the Department to investigate the merits, cost and feasibility of establishing "schools to serve as enrichment centers for fields such as fine arts, marine science, and industrial arts" (OIS, 1988, p. 1). The Senate of the 13th Legislature, Regular Session of 1986, with the House of Representatives concurring, asked the Department to study the feasibility of establishing magnet schools and to recommend a plan and propose a pilot project, if that was appropriate.

Subsequently, the Curriculum Committee of the Board of Education on June 17, 1986 recommended that learning centers, a variant of the national magnet school concept, should begin September 1986 or as feasible. This action was based on two reports, one by the then Deputy Superintendent

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[4]See Glen, 1983b; Bastian, Fruchter, Gittell, Greer & Haskins, 1985; & Nathan, 1987. The best known features are those described by Glen whose choice plan for Cambridge, Massachusetts was so successful that it has been used as a model by states and districts all across the country.

about the proceedings of the **International Conference on Magnet Schools** also attended by a member of the Board of Education and two State Senators, and the other report by the then Director of Planning and Evaluation about evaluation of mainland magnet schools and current plans for Hawaii's Learning Centers.

At its July 24, 1986 meeting, the Board of Education approved the Curriculum Committee's recommendation to establish learning centers when feasible. Beginning January 23, 1987, 14 Learning Centers located at 13 high schools in five districts began operation with savings from the 1986-87 fiscal year budget.

In May 1987, formative evaluation data were collected for the 14 Learning Centers then in place using parent and student surveys, on-site visitations and interviews of the Learning Center coordinators and principals. Individual evaluation reports of the first four months or so of operation for each of the 14 Learning Centers described each school-level program, documented implementation events and provided information to assist future development of each center at the school level.

In the beginning of the 1987-88 school year, these individual evaluation reports on the Spring 1987 Learning Centers were distributed to their respective districts and Learning Centers coordinators for comment and review. An overall evaluation report was also prepared which condensed and summarized the information in the 14 individual reports, provided recommendations and raised issues relevant to state level decision-making about the LC program design and future implementation.[5]

In the Fall SY 1987-88, 13 of the original 14 and seven additional Learning Centers began operations. At this point, twenty Learning Centers were thus in place in all seven school districts.

Beginning in November 1987, a number of the Spring 1987 evaluation recommendations were acted upon: (1) Draft of the Learning Center Guidelines was developed and distributed by OIS and information-planning meetings were held with State Learning Center program managers and district and school Learning Center coordinators; (2) Technical assistance was provided by the Evaluation Section to the district and school Learning Center coordinators and/or principals regarding measurement of objectives and evaluation data collection procedures; and (3) State Learning Center program managers and district Learning Center coordinators assisted in school level program development and responded to Learning Center school-level requests for assistance.

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[5] The overall and the 14 individual Learning Center evaluation reports for spring 1987 are available upon request from the Planning and Evaluation Branch, Office of the Superintendent.

THE LEARNING CENTER PROGRAM

Goals, Definitions and Description

This section is derived from the **Learning Center Guidelines** (OIS, 1988). All quotes which follow, unless otherwise indicated, are from that document. This section presents the broad state-level goals of the overall Learning Center program; defines the structural and content features of a generic Learning Center; and describes the intended outcomes of such a state-wide program.

State Learning Center Goals.

The goals of the Learning Center program are four:

- **To expand educational choices for public school students with special interests and talents**
- **To make efficient use of educational resources, such as facilities, staff and equipment**
- **To encourage school-community collaboration and use of high quality and technologically advanced community resources**
- **To provide public school parents with new choices on the kinds of education they want for their children** (pp.2-3).

Definition and Description.

A generic Learning Center is a specialized program organized around a theme or subject area; is open to all public school students regardless of district and school attendance boundaries who are interested in acquiring and developing particular talents and skills in depth; and is taught in innovative ways by highly skilled teachers.

A Learning Center should offer a program formerly unavailable either because facilities, specialized staff and/or other resources are lacking or because the year-to-year student demand for certain courses at any one school is low or variable. Thus a program should enrich and expand learning experiences by introducing new or formerly unavailable courses or set of activities, by offering adjunct enrichment experiences via community involvement, and/or by providing new or expanded experiences integrated within existing courses (p.2).

The Learning Center program is intended to make maximum use of expensive and scarce resources (e.g., costly equipment) and to avoid duplication by concentrating such resources (e.g., teachers and equipment) in a high school Learning Center. Students "with a particular ability and need from all of the district's high schools" may then use them (p.3). These scarce resources should also be available to students from elementary and intermediate feeder schools as appropriate (p. 4). Extended school day scheduling is an option depending on the program and student demand.

The Learning Center program is intended to equalize educational opportunities by providing truly open choices to public school parents and their children. Thus Learning Centers "are not to serve as special programs for students who do not

succeed in regular schools... There should be an emphasis on ... educational options for all students, not just the very bright..., the handicapped..., or the problem students" (p.5). The Learning Centers "will not exclude or segregate students because of race or financial or social status, and ability and previous educational experiences for entry level courses" (p.3). To ensure fairness, openness and educational equity, admission standards for basic or entry level courses are to be open and based only on interest and space. If applications exceed openings, students should be randomly selected (p. 6).

However, a given Learning Center (or portions of a Learning Center's program) may be targeted for specific students and have selective admission procedures (e.g., theatrical audition, grade point average, etc.). But such Learning Centers should "not be perceived by parents and students as an expansion of gifted and talented programs" (p.7).

An additional exception to open admission standards is the Learning Center (or portion thereof) which offers advanced level courses and/or activities that require prerequisite skills or knowledge. "Prerequisites are expected of all students registered for advanced courses, as (sic) the case in the regular school program" (p.7).

To provide access and equity, parents of students accepted into a given Learning Center should be granted district exceptions if the Learning Center is not the students' home school (i.e., attendance area). The same exception applies for enrollment across district lines. However, transportation to and from the Learning Center high school is the responsibility of the parents and students regardless of distance (p. 7).

Desired Generic Outcomes.

Desired outcomes are expected in five areas: High levels of student achievement in the Learning Center theme area; high levels of student and teacher motivation and student commitment to learning; low levels of behavioral and attendance problems; more opportunity for cooperative peer learning experiences; and strong links with community resources.

Evaluation Method

Design and Procedures

Evaluation Design.

Since the Learning Centers are, by design, distinctive and responsive to the school, community and district needs and strengths, the method for evaluation needed to respect such "individuality". At the same time, a number of generic outcomes and structural features set within the individual Learning Centers' themes are also expected. In addition, all the Learning Centers are essentially in the formative program development stage. The few months in operation during Spring 1987 provided only a minor headstart for the 13 Learning Centers. With these considerations in mind, the evaluation design was formative in purpose and involved collecting descriptive implementation data, data on each Learning Center's objectives, and data on the impact of the program on the three targeted groups (parents, teachers, students) listed in Desired Outcomes section of the **Learning Center Guidelines** (1988). Individual evaluation reports were prepared for all 20 Learning Centers for the purpose of state, district and school level improvement. The following sections of this overall report summarize and condense the information contained in these 20 evaluation reports. For further details and clarification, see the respective Learning Center's SY 1987-88 Evaluation Report available from the Planning and Evaluation Branch (PEB), Office of the Superintendent.

Data Collection Procedures.

Six types of data were collected in the Spring of 1988 for each Learning Center.

1. Descriptive Data on the 20 Learning Centers.
All the descriptive information regarding program development and implementation were provided by the school principal, Learning Center coordinator and/or district coordinators. The data were collected using written evaluation report guides, interviews, and on-site visits. In both the interviews and written report guide, Learning Center coordinators provided their significant accomplishments; shared the concerns and problems they faced implementing this major new program; and described areas for improvement. This information comprises the impact on the teachers of the Learning Center Program.

The rest of the descriptive data covered the areas of Learning Center Purposes (Theme and Theme Selection, Enrichment and Expansion Focus, and Goals and Objectives), Program Resources (Advisory Body, Personnel, Community Resources, and Funding and Costs), Students Served (Selection Criteria and Enrollment by School and Grade), Major Program Activities (Organization, Scheduling and Instructional Activities).

2. Students' Grades and Attendance. These two measures are considered indirect indicators of student achievement and interest.

3. Data on Measurable Student Objectives.
The objectives varied by Learning Center and therefore so did the data collection procedures for each. These results on objectives reflect, in part, the impact of the Learning Center on the students.

4. Results of Student Evaluation Questionnaire.
The questionnaire covered four areas: Enrichment and Expansion of Learning, Motivation and Commitment, Improvement of Attitude, Assessment of Instructional Activities. Students also rated their own commitment and interest and rated the overall quality of the Learning Center program. These results reflect the impact upon and a view of the Learning Center program from those most directly involved, the students.

5. Results of the Parent Evaluation Questionnaire.
The questionnaire asked parents about the extent of their information and involvement vis-a-vis the children's Learning Center program and extent of information about other Learning Centers in the district; benefits to their children because of the Learning Center experience; whether their children's Learning Center should be continued; and finally they were asked to rate their children's Learning Center program. These results reflect, in part, whether the Learning Centers provided real choices on the kinds of education the parents want for their children (i.e., equity, accessibility, excellence and needs met).

6. Other Evaluation Findings.
These findings were from school level surveys, tests, ratings by community experts and other forms of information -- testimonial letters, community support, etc.

Descriptions of the 20 Learning Centers

Theme and Location. Table 1 presents the district and high school location of the 20 Learning Centers along with a condensed description of their theme content. Learning Centers are located in all seven districts (Honolulu: 6 out of 6 high schools; Central: 4/6; Leeward: 2/5; Windward: 3/4; Hawaii: 2/8; Maui: 2/6; Kauai: 1/3). Statewide, 53% of the schools serving high school students have Learning Center programs.

Five Learning Center programs offer performing arts; three themes deal with media communication; seven have an occupational-career technology focus; and five offer more classic academic themes.

Program Enrichment and Expansion. The Learning Centers reported how their programs enriched and expanded their regular high school programs or their already existing distinctive programs (e.g., Community Quest). Three types of enrichment and expansion categories were identified:

1. New or Formerly Unavailable Courses or Training. For example, Radford's **International Studies** offered one course (Latin) not available at

Table 1. LEARNING CENTE

HONOLULU DISTRICT (6)

Science and Technology

Integrates science, math and technology within an applied career focus from technician to professional

* Farrington High School

Performing Arts

Offers advanced vocal and play production, orchestra accompaniment and creative dramatics

* Kaimuki High School

Communication Arts and Technology

Integrates traditional communication skills with media technology via video, script and TV productions

* Kaiser High School

International Studies and Foreign Languages

Connects foreign language learning with native speakers of the foreign languages via telecommunication and native speaking foreign language drill masters

* Kalani High School

Science

Offers advanced academic learning in science and related areas

* Roosevelt High School

Humanities

Integrates history and philosophy with creative script writing and play production

* McKinley High School

CENTRAL DISTRICT (4)

Agricultural Mechanics

Offers vocational skills focusing on farming -- small engine repair and maintenance; carpentry; masonry, electricity, and irrigation

Leilehua High School

Media and Communic

Combines technical language arts and j

Moanalua High Scho

International Studie

Offers a broad acad and humanities with technology focus

Radford High Schoo

Power and Automotiv

Provides high-tech i vocational program h and work-study expe

Waialua High School

LEEWARD DISTRICT

Marine Science

Focuses on the mutu environment and soci

Waianae High School

Business and Comput

Integrates technologi office practices via c training, including c

Waipahu High School

WINDWARD DISTRICT

Community Performing

Offers drama and ad performance training

* Kahuku High Schoo

Community Quest

Offers a "School with Learning Stations acr curriculum areas with exploration

* Kailua High School

* These 13 Learning Centers were in operation a little Spring 1987 (i.e., from approximately January 27, 19

R LOCATIONS AND THEME CONTENT

ation

ideo production skills with urnalism

l

emic theme in social studies an adjunct educational

Technology

dividualized automotive nking skills, job shadowing riences

(2)

l impact of the marine etal-technological environment

er Technology

al advances with business lassroom and on-the-job areer planning

(3)

Arts

anced music-band

out Walls" program through oss Oahu covering nearly all strong focus on career

Communication Arts

Offers creative expression and literacy development via film and video production

* Kalaheo High School

HAWAII DISTRICT (2)

Performance Arts

Offers intermediate and advanced training in drama, vocal music, and theatrical production (e.g., staging and set designing, etc.)

* Hilo High School

Electronics Technical

Offers electronic theories and skill development combined with work habits and electronic career exploration

Waiakea High School

MAUI DISTRICT (2)

Performing Arts

Offers basic and advanced training in drama, pantomime, vocal music, media literacy and theater production

* Baldwin High School

Agriculture

Emphasizes plant science (gardening, landscaping, and grounds maintenance) with secondary focus on agricultural mechanics

* Lahainaluna High School

KAUAI DISTRICT (1)

Performing Arts

Focus is on development of theatrical skills (acting, singing, dancing) and drama performance

* Kauai High School

more than four months the previous school year, 87 to June 9, 1987).

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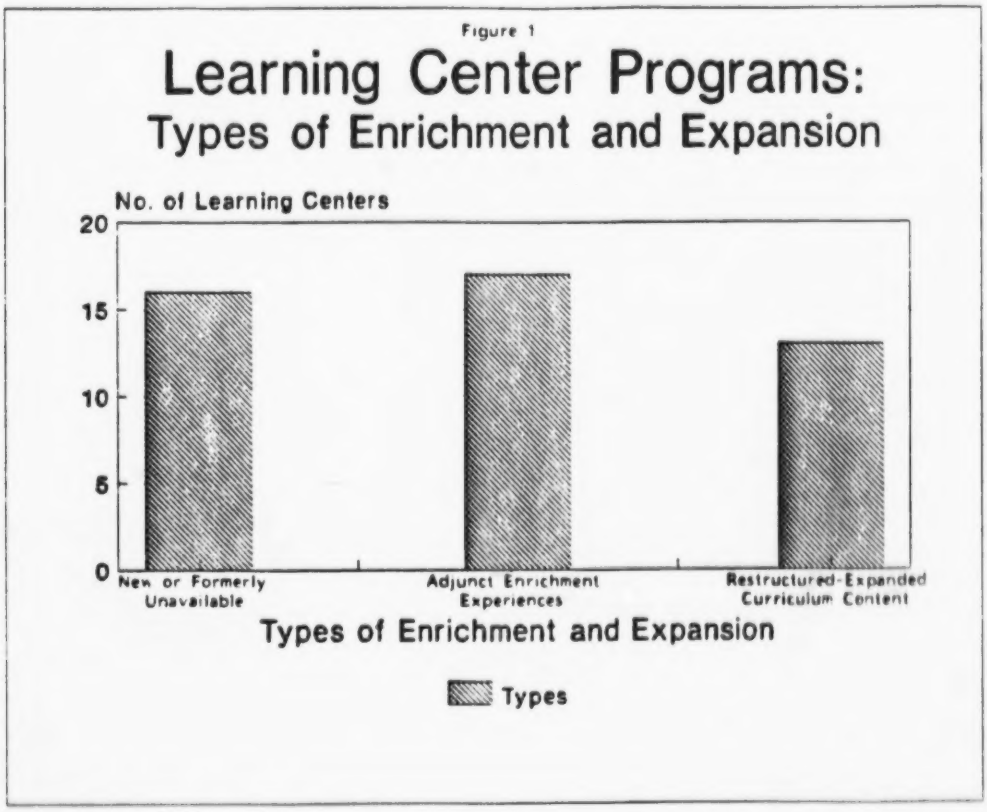
any other public school on Oahu and another (Russian) not available at any other public school in the state.

2. Adjunct Enrichment Via Community Resources and Involvement. Farrington's **Science and Technology**, for instance, had 46 community experts ranging from nuclear engineer to carpenter as guest speakers as part of their Support and Enrichment program strand.

3. Restructured-Expanded Curriculum Content Via Integration. Waialua's **Power and Automotive Technology** integrated use of computerized diagnostic automotive equipment into their automotive lab and course content.

Figure 1 presents the number of Learning Centers that offered each type of enrichment. These numbers are based only on the high school program and do not include elementary and intermediate feeder school services often provided by the Learning Centers. All but one had two types of enrichment while eight had all three types.

Figure 1



Admission Procedures. Student admission procedures are presented in Table 2 by Learning Center theme. "Open admission" means students are selected on interest as demonstrated by completing application forms, interviews, submitting teacher recommendations, etc. Selective admission means that certain requirements or criteria must have been met. The category, "Other," usually involved selecting courses, not students, which corresponded to the Learning Center theme. Students who were registered in those courses became "Learning Center students." This form of "captive" admission is only an interim, ad hoc selection procedure. It was used mainly because timing of registration for fall classes (January 1988) and timing of funding of the Learning Centers (summer 1988 notification for fall opening) could not be synchronized.

All five performing arts centers used selective admission for portions of their programs. Two of the three communication Learning Centers relied mainly on course registration while one was highly selective. Among the occupational-career technology Learning Centers, two had open admission, three had selective procedures, and two used course registration. Four of the five Learning Centers with academic themes had selective criteria, with one of these four having open admission for a portion of its program.

Scheduling Options. In order to accommodate and attract both high school students outside the Learning Center attendance area and provide conveniently timed services to elementary and intermediate school students; to accommodate and attract instructors with specialized expertise; and/or to augment in-class course content and instruction, many Learning Centers offered "after-school" options. Such "after-school" options mean evenings, weekends and before and after school hours.

Some "after-school" activities were year long courses for credit; others were required as part of the courses offered during the regular school day; some were for intermediate students only; while still others provided increased access to costly equipment by staffing labs (e.g., computer technology labs) after school hours.

Overall, 15 Learning Centers had both during and "after" school programs; one (Waiakea) had after school activities only; and four (Kaiser, Kailua, Lahainaluna, and Waianae) had no extended school hours.

Program Resources. There are four categories of Learning Center resources, each contributing to the program in ways described below. These resources by Learning Center are summarized in Tables 3a and 3b.

1. Advisory Board. To include parents, teachers and students, its function is to assist the Learning Center in assessing long-term needs and developing long-term plans (OIS, 1988, p.6). Most often community expertise in the Learning Center content area was also represented on the Boards.

2. Instructional Personnel. The Learning Centers were to be staffed with at least a part-time Coordinator who would also teach Learning Center classes. The Coordinator's responsibilities were both many and varied-- plan, staff, budget, publicize, supervise, schedule, keep records, submit reports, attend district and state meetings and in general implement the program.

Teachers from the regular school staff were also to instruct Learning Center classes as the program expanded and developed.

Table 2. LEARNING CENTER STUDENT ADMISSION PROCEDURES

Learning Center	Open Admission	Selective Admission	Other
THEME • PERFORMING ARTS			
Performing Arts (Kaimuki)		x (audition -- acting)	
Community Performing Arts (Kahuku)	x (Drama)	x (advanced band skills)	
Performance Arts (Hilo)	x (theatrical production only)	x (audition -- singing and acting)	
Performing Arts (Kauai)		x (auditions -- acting, singing, dancing)	
Performing Arts (Baldwin)	x (Baldwin High students only)	x (auditions -- non-Baldwin students)	
THEME • COMMUNICATION			
Communicative Arts and Technology (Kaiser)		x (rank ordered ratings of interest, talent and academic achievement)	
Communication Arts (Kalaheo)	x (non-credit workshop only)		x (course registration and G/T classes)
Media and Communications (Moanalua)	x (non-registered students)		x (course registration)
THEME • OCCUPATIONAL-CAREER TECHNOLOGY			
Science and Technology (Farrington)			x (registration in entry level, advanced and elective courses which fit theme and taught by teachers willing to participate)
Community Quest (Kailua)	x (did not employ random selection; used "first come, first serve" selection)		
Agricultural Mechanics (Lalakua)		x (required average reading level and at least one intro level Ag course)	
Power and Automotive Technology (Waialua)		x (completion of intro level course with grade of B or better)	
Business and Computer Technology (Waipahu)			x (registration in intro-level and elective courses)
Electronics Technical (Waiakea)	x (priority to grades 10-12 and those with greatest expressed interest and need)		
Agriculture (Lahainaluna)		x (attendance, overall scholastic record, and work habits)	
THEME • ACADEMIC			
Humanities (McKinley)		x (grades, and qualify for English Honors course)	
International Studies and Foreign Languages (Kaiser)		x (advanced level in selected foreign language)	
International Studies (Radford)	x (political science and non-credit lang-culture courses)	x (Advanced Placement stanines 8-9; high verbal scores and good oral and written communication skills)	
Science (Roosevelt)		x (Advanced Placement in science; non-Roosevelt by quality of essay)	
Marine Science (Waianae)			x (elementary selected by school; intermediate by science class period; high school by research science project)

Part-time paid or volunteer instructors from the community could also provide specialized teaching expertise and/or community agencies could be contracted to provide special services to the Learning Center.

3. Community Resources. This category includes a variety of services and resources provided by community agencies and community resource people. Their services ranged from donating materials, supplies and/or money; serving as guest speakers and demonstrators; to providing publicity, community facilities, labor, career shadowing and apprenticeship type experiences.

4. Funding. Funds from all sources are included in this category: DOE funds (funds specifically allocated for the Learning Center program and district/school reserve funds), federal grant money and private donations.

Summary of information in Tables 3a and 3b is described below:

o Fourteen Learning Centers had formal **Advisory Boards** providing guidance and assistance. Of the six without such Boards, one had an informal faculty and parent group (Baldwin) and one other (Kailua) had a Student Executive Council which has been part of the Community Quest program for years.

o Six Learning Centers (Kaiser, Kalani, McKinley, Waianae, Waipahu, Hilo) reported full time **Coordinator** positions and a seventh (Kailua) had two full time Coordinators. The remaining 13 had part-time, typically .5 FTE, Coordinators.

o The number of **Regular Staff** involved in teaching Learning Center classes as part of their regular responsibilites varied greatly across the Centers. For example, one Center had 15 regular teachers who taught one or more designated Learning Center classes (Farrington) while seven Centers had no regular staff involved in teaching (Kaimuki, Waialua, Waianae, Kahuku, Hilo, Waiakea, Kauai)*. Typically, there were no regular teachers who taught Learning Center classes full time.

o Twelve of the 20 Centers hired **Other Personnel** -- either part-time teachers, contracted individual specialists and/or community agencies, or both. It seemed that these instructors were mainly used to provide elementary and intermediate students with Learning Center experiences (e.g., mini-workshops, non-credit classes, drama training, etc.), a difficult task for the Coordinator or regular staff to do either during or after a full day of high school responsibilities, particularly when the high school strand of the program has after school enrichment activities.

o All 20 Learning Centers had some type of **Community Involvement**. The type and extensiveness depended, in part, on the program content and focus as well as on the geographic location. Obviously, Centers located in rural areas have fewer local community resources upon which to draw.

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* The regular staff count does not include teachers holding a portion of the Coordinator position. Often it was split between two or more regular staff members.

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Advisory Board an

Site and Theme	Advisory Board
HONOLULU DISTRICT	
Science and Technology (Farrington)	10-member formal board: DOE - 2 LC instructors, principal; Community - 1 student, 1 parent, 5 business and higher education representatives
Performing Arts (Kaimuki)	none
Communication Arts and Technology (Kaiser)	6-member formal board: DOE - 2 teachers, administr Community - parent, studen and technical expert
International Studies and Foreign Languages (Kalani)	none
Humanities (McKinley)	16-member formal board: all school staff

able 3a.

NTER RESOURCES:
d Instructional Personnel

	Instructional Personnel	
	3 LC Coordinators: .16 FTE each 15 regular staff	
	DOE: LC Coordinator: .33 FTE After school hours: 8 paid part-time teachers 3 staff volunteers	Non-DOE Feeder School Services: Alliance for Drama Education (paid) Honolulu Theater for Youth (paid)
ator; t,	DOE LC Coordinator: 1.00 FTE 3 regular staff	Non-DOE Student Production Consultant (paid)
	LC Coordinator: 1.00 FTE 2 regular staff, 11 part-time teachers (includes Drill Masters)	
	DOE 2 LC Coordinators: .5 FTE each 5 regular staff	Non-DOE Alliance for Drama Education (paid) Honolulu Theater for Youth (paid) 6 instructional music-drama experts (paid)

Site and Theme	Advisory Board
Science (Roosevelt)	21-member formal board: all community resource and includes 6 parents; also formed Steering Committee (school staff and administrators and 9-member LC student advisory board
CENTRAL DISTRICT	
Agricultural Mechanics (Leilehua)	11-member formal board: 4 farmers/ranchers; 2 ag. mechanics; 1 florist; 1 carpenter; 1 alumnus; a student and parent
Media and Communication (Moanalua)	9-member formal board: DOE: 3 teachers and principal; Non-DOE: 1 media consultant, 2 alumni, 2 students
International Studies (Radford)	9-member formal board: DOE: 4 LC teachers, 1 VP; Non-DOE: 2 students, 2 parents
Power and Automotive Technology (Waialua)	8-member formal board: DOE: 1 program specialist, 2 administrators, 2 LC instructors; Non-DOE: 1 technical advisor, 1 parent, 1 student

Instructional Personnel

LC Coordinator: .50 FTE
3 regular staff

LC Coordinator: .50 FTE
2 regular staff
1 part-time teacher

LC Coordinator: .50 FTE
1 regular staff

DOE	Non-DOE
LC Coordinator: .50 FTE 7 regular staff	3 paid course instructors (LCC, St. Andrew's, and Damien)

DOE	Non-DOE
LC Coordinator: .33 FTE LC Instructor: .16 FTE	3 paid technical community experts (demonstrations and class instruction)

Site and Theme	Advisory Board
LEEWARD DISTRICT	
Marine Science (Waianae)	none
Business and Computer Technology (Waipahu)	13-member formal board: DOE 2 district specialists high school parent/teacher Non-DOE 2 students, State Senat LCC chair-person, 6 business re (Chevron, McDonald's Bank of H Yick Lung,
WINDWARD DISTRICT	
Community Performing Arts (Kahuku)	7-member formal board: Non-DOE 2 parents, 1 student, 5 community people (BYU, KS-TV, video producer, etc.
Community Quest (Kailua)	No formal board; Student Executive Council
Communication Arts (Kalaheo)	No formal board

Instructional Personnel
LC Coordinator: 1.00 FTE
LC Coordinator: 1.00 FTE 6 regular staff 4 regular staff volunteers (lecturers, interviews, etc.)
DOE LC Coordinator: .33 FTE 4 part-time teachers Non-DOE Alliance for Drama Education (paid) (outreach program)
DOE 2 LC Coordinators: 1.00 FTE each 1 LC Instructor (paid) 1.00 FTE 1 regular staff 1 educational assistant Non-DOE Chapter 1 tutor (Federal funds)
1 LC Coordinator: .33 FTE 1 LC Coordinator: .16 FTE 4 part-time teachers (after school) 1 regular staff

Site and Theme	Advisory Board
HAWAII DISTRICT	
Performing Arts (Hilo)	15-member formal board: DOE: 3 teachers, 3 administrators Non-DOE: 3 students, 3 parents, 3 community advisors
Electronics Technical (Waiakea)	12-member formal board: DOE: 2 electronics teachers Community: 8 governmen and private sectors of electronics industry; 2 Hawaii CC electronics instructors
MAUI DISTRICT	
Performing Arts (Baldwin)	Informal body of faculty, parents and community representatives; no students
Agriculture (Lahainaluna)	10-member formal board: DOE: 2 LC teachers, 1 administrator Community: 2 parents, 2 students, 3 community landscapers

Instructional Personnel

DOE	Non-DOE
LC Coordinator: 1.00 FTE	4 personal contracts

LC Coordinator: .5 FTE
(teacher: full-time)

DOE	Non-DOE
2 LC Coordinators split: .33 FTE and .16 FTE 4 regular staff (part-time)	7 paid resource people (technical director, choreographer, voice instructor, dance instructor, technician, publicist, organizer) 2 agency contracts (Maui Youth Theater Covenant Players)

LC Coordinator: .5 FTE
(teacher: full-time)
1 regular staff
1 guest teacher

Site and Theme	Advisory Board
KAUAI DISTRICT	
Performing Arts (Kauai)	Formal board: DOE: LC staff; Deputy District Superintendent Community: 2 parents; 1 director, Kauai Community Players

Instructional Personnel

DOE	Non-DOE
LC Coordinator: .5 FTE (teacher: full-time)	7 part-time (paid) instructors (drama, technical director, set designers, musician, etc.)
7 part-time teachers (after school)	

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LEARNING CE
Community Res

Site and Theme	Community Reso
HONOLULU DISTRICT	
Science and Technology (Farrington)	14 business-community ag (e.g., Queen's Medical C Electric, HCC, NASA-UH 47 guest speakers (e.g., HCC, engineers, biomedi 10 community field trip s Francis Medical Center, of Hawaii Convention, UH Engineering, etc.)
Performing Arts (Kaimuki)	5 business-community ag Alliance for Drama Educa Theater for Youth, Rhem KHET, Artists-in-the-Sch 5 community experts (sta props and equipment)
Communication Arts and Technology (Kaiser)	4 community agencies (e. Achievement, Pacific Circ McCaw Cablevision, etc.) 4 guest speakers; 2 grap clerical helper; 2 consult
International Studies and Foreign Languages (Kalani)	1 guest speaker (HPC) a telecommunication equipm programming 4 community agencies (Ca computer facilities, 'Ahah Alliance Francais)

able 3b.

ENTER RESOURCES:
sources and Funding

ources	Funding
gency exhibitors enter, Hawaiian , etc.) U.S. Navy, UH, cal technicians, etc.) ites (e.g., St. Healthcare Assoc. I College of	DOE / Non-DOE District: $ 45,928 / 2 grants: $ 6,300 School: $ 1,000 Grand Total: $ 53,228 Major expenditure: Computer lab equipment $ 24,000
encies (e.g., tion, Honolulu a Sound, hools) ge lighting,	DOE / Non-DOE Total: $ 41,928 / none Major expenditures: Personnel $ 22,756 (PTTs) Supplies & materials $ 8,692 Contractual services $ 8,800 (Alliance for Drama Education, Honolulu Theater for Youth)
g., Junior le Consortium, hic arts experts; ants	DOE / Non-DOE District: $ 41,928 / Grants: $ 32,420 Grand Total: $ 74,348 Major expenditures (DOE only): Personnel $ 23,700 Equipment $ 16,000
nd 3 consultants for ent and computer areer Kokua, UH ui 'Olelo Hawaii'i,	DOE / Non-DOE District: $ 45,928 / 2 unspecified donations Major expenditures: Personnel $ 20,896 (Staff lang. labs & advanced courses) Supplies & materials $ 23,545 (e.g., textbooks & lang. tapes, computer instructional software)

20

Site and Theme	Community Resou
Humanities (McKinley)	5 community resource peopl journalist, publicist) 7 production evaluators
Science (Roosevelt)	8 science experts provided shadowing, career consultat materials (e.g., Honolulu S UH School of Medicine, Can Center, etc.) 25 guest speakers (e.g., H National Weather Service, C Medical Team, etc.)
CENTRAL DISTRICT	
Agricultural Mechanics (Leilehua)	3 business-tech and 5 resou demonstrators and guest spe
Media and Communication (Moanalua)	3 consultants (video, LCC, 2 AV-equipment experts

rces	Funding
le (e.g., UH,	DOE $ 47,729.91 Non-DOE Grant: $ 23,200 Total: $ 70,929.91 Major expenditures: Personnel $ 26,724 (DOE) $ 12,700 (non-DOE) Production contract $ 10,500 (non-DOE)
career ion, and tar Bulletin, cer Research	DOE District: $ 43,500 Non-DOE none Major expenditure: Science lab equipment $31,500
awaiian Electric, & C Emergency	
rce experts- eakers	DOE Total: $ 28,361 Non-DOE none Major expenditures: Supplies & materials (unspecified) $ 13,111 Equipment (plasma arc, tungsten inert gas welder, photo sound units, zoom lenses) $ 8,000
media library)	DOE Total: $ 45,370.86 Non-DOE none Major expenditures: Equipment (videocassette recorders, speakers, receiver-monitor, superimposer, etc.) $ 43,193.28

Site and Theme	Community Resou
International Studies (Radford)	4 guest speakers (CINCPA etc.) 2 video/computer consultan
Power and Automotive Technology (Waialua)	7 Coop. Ed. volunteers (e Repair, Waialua Sugar, Wai 7 career shadowing busine Cutter Ford, Hawaiian Bitu Auto, Sears, etc.) 5 instructional technical ex computerized equipment, w from Auto Equipment, Sun Waialua Sugar, etc.)
LEEWARD DISTRICT	
Marine Science (Waianae)	5 agencies (7 resource peo marine specimens, literatur etc. (Waikiki Aquarium, Se Project, Koolina Resorts, e
Business and Computer Technology (Waipahu)	12 agencies: guest speake career shadowing, intervie verifying, etc. (e.g., Wes Rotary Club, Waipahu Busi Bank of Hawaii, First Hawa Chevron, Cannon's Busine Campbell Transition Center 23 resource people (career interviewing, etc.) [over 40 people]

rces	Funding
C, UH, BOE, its	DOE Total: $ 32,831 Major expenditures: Equipment $ 15,135 (MacIntosh, computer video production) Personnel $ 9,650 Non-DOE none
.g., Ige's Auto imea Falls) sses (e.g., umuls, Phil's perts (for elding, etc. Electric,	DOE Total: $ 52,896 Major expenditures: Equipment $ 51,624 (computerized engine analyzer, car hast and alignment, computerized wheel balancer and AC service center, etc.) Non-DOE none
ple) provided e, consultation, aGrant UH, Opelu tc.)	DOE Total: $ 45,000 Major expenditures: Equipment $ 29,000 (microscopes, computers, microwave oven, aquariums, refrigerator, xerox machine, etc.) Non-DOE none
rs, donations, wing, child labor t Pearl Harbor, iness Assoc., aiian Bank, ss College, , etc.) shadowing,	DOE Total: $ 45,000 Major expenditures: Equipment $ 42,733 (computers, modem, telephone line, electronic memory typewriters, etc.) Non-DOE $ 1,200 (Chevron) Donations: $25-75

Site and Theme	Community Resou
WINDWARD DISTRICT	
Community Performing Arts (Kahuku)	Alliance for Drama consulta Public Library (printed pr 8 resource experts (parent musicians, Royal Hawaiian Honolulu Symphony member
Community Quest (Kailua)	77 catalogue listings of lea (e.g., UH, Sheraton Waiki Honolulu Police Department Jazz Dancing, State Legisl State Hospital, etc.)
Communication Arts (Kalaheo)	61 listed community agencie Center, LCC, Hawaii Loa, Hawaii Production Center, Photomart, Kailua Chamber Inc., Pacific Instrumentati Hawaii Underseas Research

rces	Funding
ants, Kahuku ograms) ts, professional Band member, r, etc.)	DOE Total: $ 40,490 Major expenditures: Equipment $ 20,000 (band instruments, sound system, computer synthesizers, amplifiers, etc.) Personnel $ 18,590 (Alliance for Drama Education, band director, music and drama directors, workshop leaders, etc.)
rning stations ki, Travel Lodge, , Aerobic and ature, Hawaii	DOE Total: $ 41,952 Major expenditures: Personnel $ 28,053 (part-time ed. assistant to collect and record student attendance and assist in preparing student narrative report cards; 1 full-time instructor)
es (e.g., BYU, E-W Kamehameha Schools, Eastman Kodak, of Commerce, Attco, on, Hawaiian Electric, Lab, etc.)	DOE Total: $ 41,928 Major expenditures: Equipment $ 20,979 (video camera and recorder) Personnel $ 12,208 (4 part-time teachers and 7 student assistants)

Non-DOE
none

Non-DOE
none

Non-DOE
none

Site and Theme	Community Resou
HAWAII DISTRICT	
Performing Arts (Hilo)	7 agencies (e.g., Kaniu K. Community Players, UHH, TV, Radio Shack) 5 volunteer resource peopl transportation, dance assis computer programming, etc
Electronics Technical (Waiakea)	7 agencies (Hawaii CC, Big Radio Club, Hawaii Electric Propulsion Lab, Hawaii Ene Service, etc.) 5 electronics experts (elect and college instructors)
MAUI DISTRICT	
Performing Arts (Baldwin)	5 agencies (Baldwin Theate Ashland Shakespeare Troup Baldwin Theater, Maui You Covenant Players) 22 resource people (11 paid for stage construction, pub relations, box office, etc.)

rces	Funding
. Modeling, Hilo Comtec Cable e (provide stance, c.)	DOE — Non-DOE Total: $ 37,235 — none Major expenditures: Personnel $ 22,884 Equipment $ 14,351 (computer for sound and light system, music synthesizer, light and sound equipment)
g Island Amateur c, Jet ergy Extension tronic technicians	DOE — Non-DOE Total: $ 41,072 — none Major expenditures; Equipment $ 28,576 (electronic test equipment, laser optics lab equipment, robotic systems lab)
er Guild, pe, Friends of ith Theater, d, 11 volunteers, blicity, public	DOE — Non-DOE Total: $ 41,000 — Baldwin Theater Guild: $ 7,000 Grand Total: $ 48,000 Major expenditures: Personnel $ 16,553 (Resource people and 2 personal contracts) Supplies & materials $ 13,709 (unspecified)

Site and Theme	Community Resou
Agriculture (Lahainaluna)	4 agencies donated materia (Hardie Irrigation, Maluhia Botanical Gardens, Pioneer 5 guest speakers, 2 guest 3 advisors, 1 publicity-au
KAUAI DISTRICT	
Performing Arts (Kauai)	15 agencies: donations of dance classes, materials, AMCATS, Great Leap Dan Hardware, Lawai Cannery, UH Drama Dept., etc.) 8 volunteer resource peop acting workshop director, guest performer, etc.)

urces	Funding	
als and supplies a Farms, Maui r Mill) instructors, thor	DOE Total: $ 41,928 Major expenditures: Equipment $ 17,252 (e.g., AC/DC generator/arch welder, Rotovator, Airco welding machine) Supplies & materials $ 23,486 (unspecified)	Non-DOE Donations of supplies
space, labor, supplies (e.g., ce Co., Ace , Big Save, le (e.g., photographer,	DOE Total: $ 48,953 Major expenditure: Personnel $ 21,541 (workshop leaders, technical and production people) Equipment $ 14,436 (synthesizer, portable amplifier, video camera, VCR, screen TV)	Non-DOE AMCATS donation: $ 500 Friends of Tony Kunimura: $ 400 Big Save: $ 100 (scholarships, video equipment, dance platform) Ace Hardware: $ 1,000 (paint)

o Allocated DOE **Funding** which was spent ranged from a low of $28,361 to a high of $48,953. Major expenditures are specified by Learning Center in Table 3b. Note that six Centers augmented their allocated funding with non-DOE funds from business-community donations or federal grant money (Chapter 2).

Students Served. Table 4 presents the number of high school students enrolled in each Learning Center along with withdrawals and services provided intermediate and elementary students.

High School Enrollment. Approximately 2,300 high school students were enrolled in Learning Centers across the state. The number enrolled varied greatly from Center to Center ranging from over 1,000 to 7. The differences in enrollment figures represent one or more of three situations: the type of admission procedure used (open, selective or "captive" described earlier), the extent and timing of information to students about the Learning Center program within their own high school, and fundamental student interest in the theme content.

Withdrawals. With one exception (Waiakea, 47%), the number of withdrawals were all less than 30% of the respective original enrollment figures. Reasons for withdrawals were not always known. Those reported were due to scheduling conflicts with other after school activities, transportation difficulties, realization that the program was not for them, and heavy demands of the program.

Elementary and Intermediate Student Involvement. Sixteen Centers provided varying services to their district or complex elementary and intermediate school students. These students were involved in the following ways: Enrolled in regularly scheduled workshops and courses (e.g., in Japanese or media communication); trained and participated in performing arts productions and ensembles; received direct classroom instruction at their own school campuses (e.g., in marine science or oral interpretation); visited Learning Center campuses for demonstrations, open house, exhibits, etc.; presented with information about the Learning Center program; served as audiences for play and music productions; or the schools received supplies and products produced by high school Learning Center students. In some instances, there were more elementary/intermediate students involved in the Learning Center than high school students.

District Exceptions. Fifteen Learning Centers from all seven districts had "out of district" or "out of attendance area" high school students enrolled for an overall total of 225 students (range: 1 to 38). This figure can serve as a useful baseline from which to gauge program improvement and effectiveness of state and district informational campaigns. Until the Learning Center programs are stabilized and more fully developed and until strong state and district public information campaigns are carried out, using such a figure as a significant measure of success is premature.

Table 4. STUDENTS SERVED: HIGH SCHOOL ENROLLMENT AND COMPLEX SCHOOL SERVICES

Learning Center	High School Enrollment After Withdrawals	Number of Withdrawals	Services to District/Complex Elementary and Intermediate Schools
HONOLULU DISTRICT			
Science and Technology (Farrington)	1,368*	---	Technology demonstrations, exhibits, science-technology contests and open house for all feeder schools and nearby elementary and intermediate schools (300 6th graders)
Performing Arts (Kaimuki)	59	---	Contracted performing arts services for 4 elementary and 3 intermediate schools (51 students)
Communication Arts and Technology (Kaiser)	28	1	Studio workshops for intermediate and elementary school students (number of schools and/or students not reported)
International Studies and Foreign Languages (Kalani)	36	11	14 seventh graders from 2 intermediate schools enrolled in Japanese
Humanities (McKinley)	51*	6	Contracted performing arts services for 3 intermediate schools to give workshops on oral interpretation (298 students)
Science (Roosevelt)	74	2	None
CENTRAL DISTRICT			
Agricultural Mechanics (Leilehua)	11	4	Provided information about LC to intermediate and elementary schools
Radio and Communications (Moanalua)	29	9	None
International Studies (Radford)	107	34	3 language and culture mini-courses open to all 6th to 8th graders (58 students enrolled)
Power and Automotive Technology (Waialua)	19	1	None
LEEWARD DISTRICT			
Marine Science (Waianae)	12*	2	194 students served at 8 elementary and 2 intermediate schools
Business and Computer Technology (Waipahu)	192	11	None
WINDWARD DISTRICT			
Community Performing Arts (Kahuku)	77	---	14 Kahuku 4th to 8th graders participated in LC drama ensemble. Ensembles presented Christmas show to 5th and 6th graders at 5 schools (670 students)
Community Quest (Kailua)	72	5	None
Communication Arts (Kalaheo)	84	8	25 students enrolled in Media Workshop class. Several presentations to intermediate and elementary schools in district.
HAWAII DISTRICT			
Performance Arts (Hilo)	37	15	Performances for elementary and intermediate district schools and consults with their drama club advisors
Electronics Technical (Waiakea)	7	6	8 intermediate students enrolled in LC activities
MAUI DISTRICT			
Performing Arts (Baldwin)	130	---	82 5th graders at 4 elementary schools had creative drama training. 24 intermediate students participated in LC productions. Schools invited to 4 productions.
Agriculture (Lahainaluna)	47	12	Provided materials (seeds, fertilizers) and benches to intermediate school for campus beautification program
KAUAI DISTRICT			
Performing Arts (Kauai)	33*	4	58 intermediate students from 3 schools enrolled in performing arts program. Performances during school for all elementary, intermediate, and high schools in the district.

*Unclear whether these figures include withdrawals.

Overview of Student Evaluation Findings

This section presents evaluation findings on indicators of student achievement as well as the students' views of the Learning Center program and its impact on their motivation, learning and attitudes. For more specific and detailed information on a particular Learning Center, please see its respective individual Evaluation Report available from the Office of the Superintendent, Planning and Evaluation Branch.

Grades and Attendance. Table 5 presents grades and attendance by Learning Center for students enrolled in those strands of the program giving course credit. Two Centers did not give grades or take attendance (Waianae and Kahuku).

Figure 2 provides the percent of students receiving grades of A or B by the number of Learning Centers. For 17 Centers at least 50% of the students earned grades of A or B. Students received grades of D or F at 11 Centers which implies that appropriate grading standards were maintained.

Figure 2

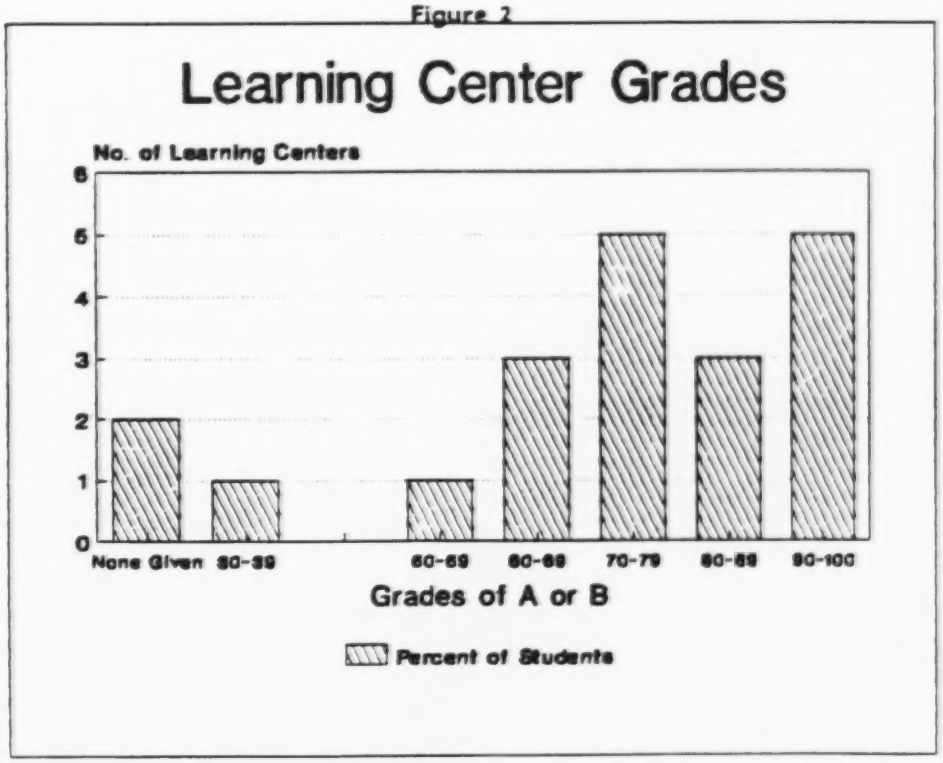


Table 5. Learning Center Grades and Attendance

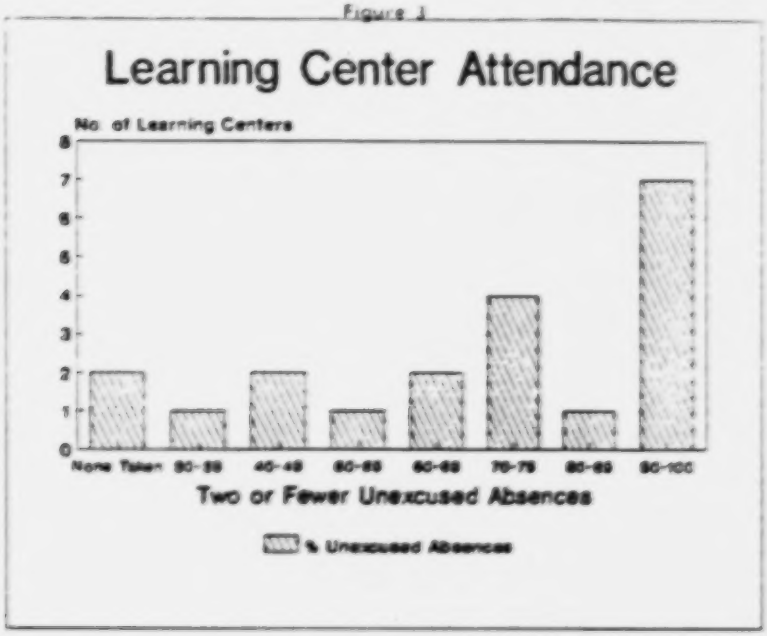
District/High School Location	Grades	No. of Times Absent (Unexcused)
HONOLULU DISTRICT		
Science and Technology (Farrington) (N=1345)	A:12%; B:21% C:31%; D:18%; F:18%	0:27%; 1:12%; 2:8%; 3:6%; 4+:43%; Missing:4%
Performing Arts (Kaimuki) (N=*)	A:71%; B:26%; C:3%	0:74%; 1:3%; 2:10%; 3:10%; 4+:3%
Communication Arts and Technology (Kaiser) (N=28)	A:54%; B:25%; C:11%; D:11%	0:79%; 1:11%; 2:11%; 3:0%; 4+:0%
International Studies and Foreign Languages (Kalani) (N=36)	A:21%; B:39%; C:25%; D:6%	0:89%; 1:3%; 2:3%; 3:3%; 4+:3%
Humanities (McKinley) (N=30)	A:41%; B:35%; C:10%; D:6%; F:8%	0:37%; 1:3%; 2:0%; 3:3%; 4+:57%
Science (Roosevelt) (N=74)	A:26%; B:34%; C:16%; D:16%; F:8%	0:14%; 1:16%; 2:4%; 3:1%; 4+:54%
CENTRAL DISTRICT		
Agricultural Mechanics (Leilehua) (N=11)	A:91%; C:9%	0:91%; 1:0%; 2:0%; 3:0%; 4+:9%
Media and Communication (Moanalua) (N=32)	A:44%; B:22%; C:19%; D:16%	0:38%; 1:25%; 2:13%; 3:9%; 4+:16%
International Studies (Radford) (N=79)	A:44%; B:43%; C:9%; D:3% I:1%	0:77%; 1:8%; 2:6%; 3:6%; 4+:3%
Power and Automotive Technology (Waialua) (N=19)	A:74%; B:26%	0:42%; 1:16%; 2:5%; 3:26%; 4+:10%

District/High School Location	Grades	No. of Times Absent (Unexcused)
LEEWARD DISTRICT		
Marine Science (Waianae) (N=206) (Grades 2 to 11)	None Given	Not Taken
Business and Computer Technology (Waipahu) (N=93)	A:17%; B:35%; C:18%; D:13%; F:17%	0:41%; 1:14%; 2:11%; 3:11%; 4+:24%
WINDWARD DISTRICT		
Community Performing Arts (Kahuku) (N=91) (Grades 4 to 12)	None Given	Not Taken
Community Quest (Kailua) (N=*)	A:50%; B:23% C:16%; D:5%; F:3%; I:3%	0:72%; 1:15%; 2:7%; 3:3%; 4+:3%
Communication Arts (Kalaheo) (N=46)	A:51%; B:32%; C:13%; D:2%; I:2%	0:80%; 1:9%; 2:2%; 3:2%; 4+:7%
HAWAII DISTRICT		
Performing Arts (Hilo) (N=51)	A:73%; B:20%; C:8%	0:43%; 1:16%; 2:14%; 3:12%; 4+:16%
Electronics Technical (Waiakea) (N=15)	A:25%; B:38%; C:38%	0:67%; 1:7%; 2:0%; 3:13%; 4+:13%
MAUI DISTRICT		
Performing Arts (Baldwin) (N=86)	A:45%; B:35% C:14%; D:6%	0:79%; 1:9%; 2:6%; 3:3%; 4+:2%
Agriculture (Lahainaluna) (N=37)	A:31%; B:44%; C:24%	0:14%; 1:19%; 2:24%; 3:14%; 4+:30%
KAUAI DISTRICT		
Performing Arts (Kauai) (N=84)	A:95%; B:5%	0:94%; 1:4%; 2:1%; 3:1%; 4+:0%

*Difficult to determine from records

Figure 3 graphs the percent of times two or fewer unexcused absences occurred. For seven Centers 90% to 100% of the unexcused absences were two or fewer and for 15 Centers at least 50% of the absences occurred two or fewer times. These data suggest good student interest in their Learning Center program/activities particularly when compared to the statewide average of approximately 12.6 days absent per student during SY 1987-88 [7].

Figure 3



Student Outcome Objectives. The specific objectives for each Learning Center, how the objectives operationalize the Learning Center's school level goals, the extent to which the objectives are measurable and were met are contained in each of the 20 individual Learning Center Evaluation Reports. Table 6 presents a condensed picture of such information. Significant progress in developing objectives which are measureable has been made since Spring 1987 inception of the Learning Center program (cf **Evaluation Report: Summary of Formative Findings for the 14 Learning Centers Initiated in Semester 2, SY 1986-87**). In most cases, the student outcome objectives were met or exceeded. In a few cases, data were not collected or reported for some objectives. For some, time was spent developing instruments for measuring objectives which will then be used in SY 1988-89. The standards set (e.g., number or percent of students) and the criterion quality established (e.g., perform at a Good or Excellent level) in general seemed above average and had to be based on sound professional judgment and educational experience.

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[7] This figure includes elementary students whose attendance is typically better than that of secondary students.

Table 6. LEARNING CENTE

Site and Theme	Number and Type
HONOLULU DISTRICT	
Science and Technology (Farrington)	7 objectives: (2) Interest and motivation re: science and math (3) Sci-Tech career awareness, knowledge and career interest (1) Improvement in math skills and application (1) Critical thinking and decision making skills
Performing Arts (Kaimuki)	1 objective: (1) Academic - grade of C or better
Communication Arts and Technology (Kaiser)	3 objectives: (1) Language facility (1) Affective and personal growth (1) Performance application
International Studies and Foreign Languages (Kalani)	4 objectives: (1) Language facility (1) Affective-personal growth (1) Performance application (1) Academic
Humanities (McKinley)	3 objectives: (1) Language facility (1) Affective-personal growth (1) Performance application
Science (Roosevelt)	4 objectives for AP courses: (1) Receive course credit (1) Independent research skills (complete project) (2) Participation (science network and career shadowing)
CENTRAL DISTRICT	
Agricultural Mechanics (Leilehua)	3 objectives: (1) Agricultural mechanics knowledge (1) Work habits and behavior (1) Hands-on skill mastery
Media and Communication (Moanalua)	2 objectives: (1) Communication-language skills (1) Interactional social skills
International Studies (Radford)	2 objectives: (1) Affective - effort and motivation (1) Academic - AP exam scores

	Measurable Status	Objectives Met
	yes (baseline for longitudinal comparisons; statistical ANOVA; and traditional)	For 2, instruments were developed; data to be collected SY 1988-89. Critical thinking: finding of no statistical difference; all other objectives met or exceeded
	yes	yes
	yes	yes
	3 are measurable; 1 needs quality criterion	For 3, data not collected/reported; performance objective was met
	Described in measurable terms, but needs quality criterion/ standards	yes
	All measurable but need quality criterion	yes
	yes	All but one (agricultural mechanics) met
	yes	Instruments developed; data not collected
	yes	All met or exceeded

Site and Theme	Number and Type
Power and Automotive Technology (Waialua)	3 objectives: (1) Occupational skills and knowledge (1) Work habits and behavior (1) Post-secondary vocational plans
LEEWARD DISTRICT	
Marine Science (Waianae)	3 objectives: (1) Academic and affective (skills, attitudes and values) (1) Research skills (1) Affective (attitude re: LC services
Business and Computer Technology (Waipahu)	3 objectives: (1) Technical skills and knowledge (1) Personal growth re: job search an interview techniques (1) Career knowledge and values
WINDWARD DISTRICT	
Community Performing Arts (Kahuku)	3 objectives: (1) Performing arts skills (1) Music skills (1) Citizenship
Community Quest (Kailua)	4 objectives: (1) Thinking skills (1) Language and computing skills (1) Personal growth - cooperation and involvement (1) Improve school behavior (attendan complete assignments, improve gra
Communication Arts (Kalaheo)	3 objectives: (1) Writing skills (write original telepl (1) Cooperative cinematography produc (1) Independent video or cinema produ
HAWAII DISTRICT	
Performing Arts (Hilo)	3 objectives: (1) Performance application (1) Affective - personal growth (1) Academic - grades
Electronics Technical (Waiakea)	10 objectives: All performance-application type

Measurable Status	Objectives Met
yes	All met or exceeded
yes	All were met or exceeded
yes	One objective was exceeded; two not met
yes	One was met; others had incomplete data
yes	All but attendance sub-objective met
yes	All but independent production met
Stated in measurable terms	All met
Not stated in measurable terms. Date collection incomplete.	Not known/not reported

Site and Theme	Number and Type
MAUI DISTRICT	
Performing Arts (Baldwin)	3 objectives: (1) Affective-personal growth (self-concept) (1) Performance skills (1) Interest via attendance and performance participation
Agriculture (Lahainaluna)	2 objectives: (1) Work attitudes, job skills and hab (1) Post-secondary vocational plans
KAUAI DISTRICT	
Performing Arts (Kauai)	3 objectives: (1) Affective (1) Career skills and knowledge (1) Language facility

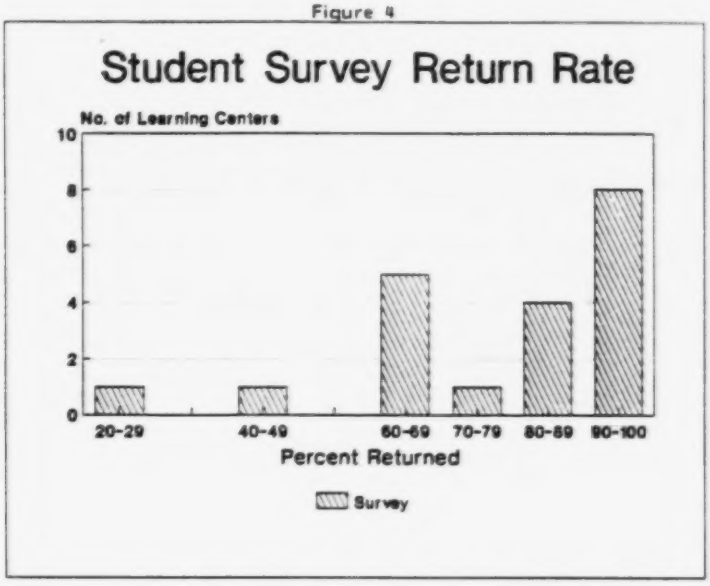
	Measurable Status	Objectives Met
	yes	For 2, no data collected; one met
bits	yes	All objectives exceeded
	yes	All objectives exceeded

Student Questionnaire Results

All Learning Center students who were currently participating in the Learning Center programs toward the end of Spring 1988 were surveyed. Their views on their Learning Center program and data indicative of desired student benefits are summarized below.

Student Return Rate. The return rate was exceptional with 18 of the Centers having 60% or more of the Learning Center students returning the questionnaires and more than half of the Centers had more than an 80% return rate. See Figure 4.

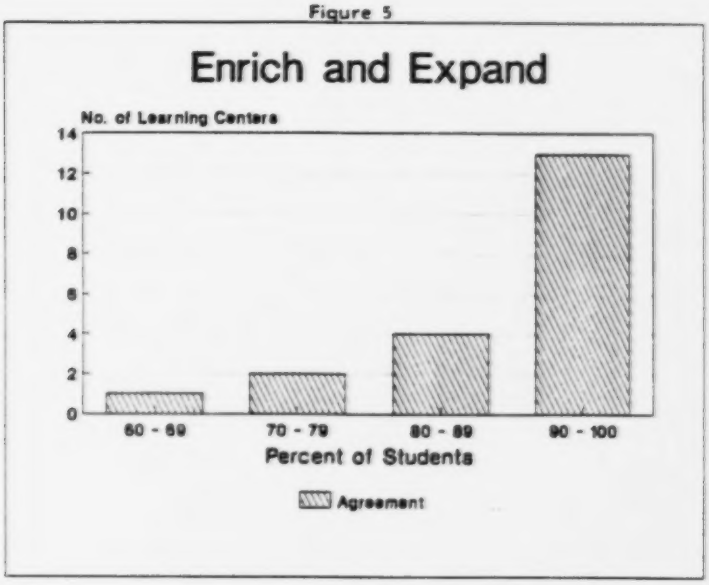
Figure 4



Questionnaire Description. The questionnaire asked the Learning Center students the extent to which they agree or disagree with 12 statements forming four categories related to defining characteristics and desired outcomes of a generic Learning Center program. The four categories (three items each) and summary graphs for "Agree" and "Strongly Agree" responses are presented below.

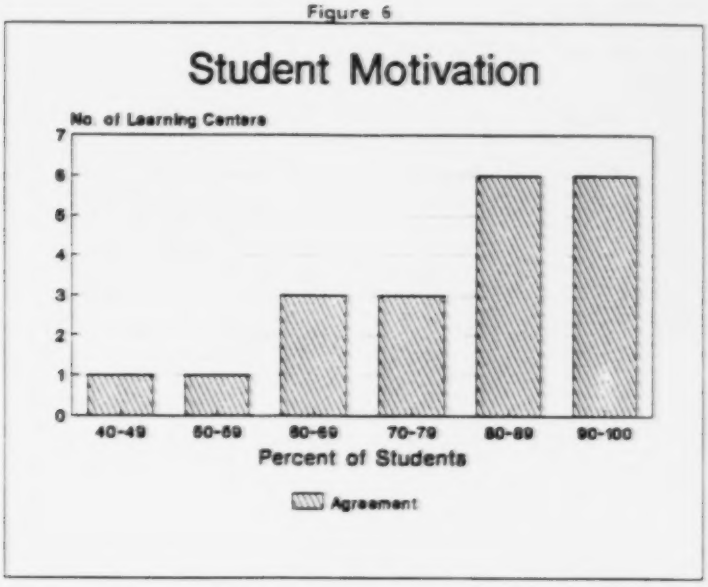
1. **Enrich and Expand** items addressed the distinctiveness of the Learning Center program in terms of amount, type and method of learning relative to a "regular" program. Figure 5 shows that 60% percent or more of the students viewed their Learning Center program as special in terms of the learning that took place. For 15 Centers, over 90% of the students agreed that the program enriched and expanded their learning.

Figure 5



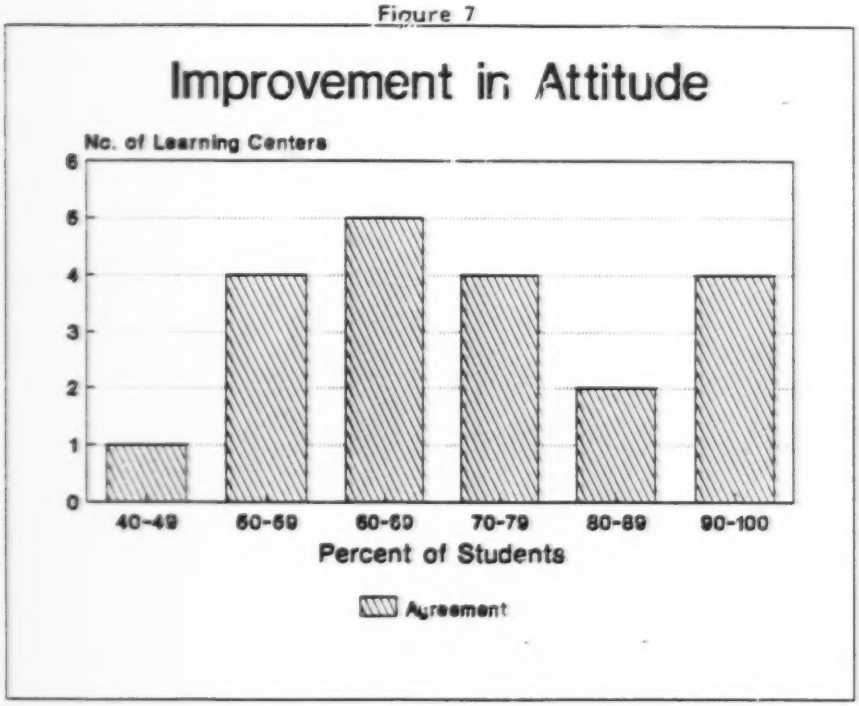
II. **Motivation** items asked students whether their attention and interest, effort, and motivation to learn were high in the Learning Center program. Results summarized in Figure 6 show that for all but two Centers, 60% or more of the students reported high motivation. In 12 Centers the corresponding rate was more than 80% These results are particularly good since many became Learning Center students through "captive" admission procedures described earlier. When full choice and student initiated admission procedures are fully in place, these figures should increase.

Figure 6



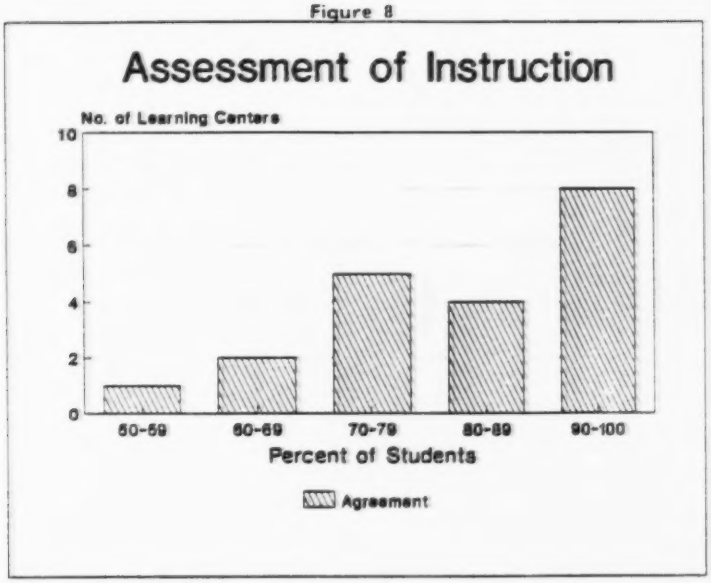
III. **Improvement in Attitude** items asked students to assess their attitude toward school, learning, and classmates. These responses had greater variability than any other category. From Figure 7, however, it is evident that 15 Centers had at least 60% or more of their students who reported such improvement. Some students did comment that they already had very positive attitudes prior to the Learning Center program. Therefore, any improvement would be very difficult (the "ceiling effect"). In addition, not all Centers or portions of their program focused directly on improving student attitude.

Figure 7



IV. **Assessment of Instruction** items asked the students to assess the extent of class/activity preparation, organization, instructional enthusiasm and innovative teaching methods. Again, all but one Center had over 60% of their students who felt that their classes were consistently well prepared and organized; were consistently taught with enthusiasm; and were taught in innovative ways. These findings in Figure 8 do suggest that the students saw their teachers as highly skilled and committed to the Learning Center Program.

Figure 8



The students also rated the quality of their Learning Center program as well as their own contributions (e.g., their efforts and commitment) to their Learning Center experience. Figures 9 and 10 summarize the percent of students who gave a Good or Excellent rating to these two items. Overall, a large percentage of the students viewed the quality of their program very favorably while they were a bit harder on how they rated themselves.

Figure 9

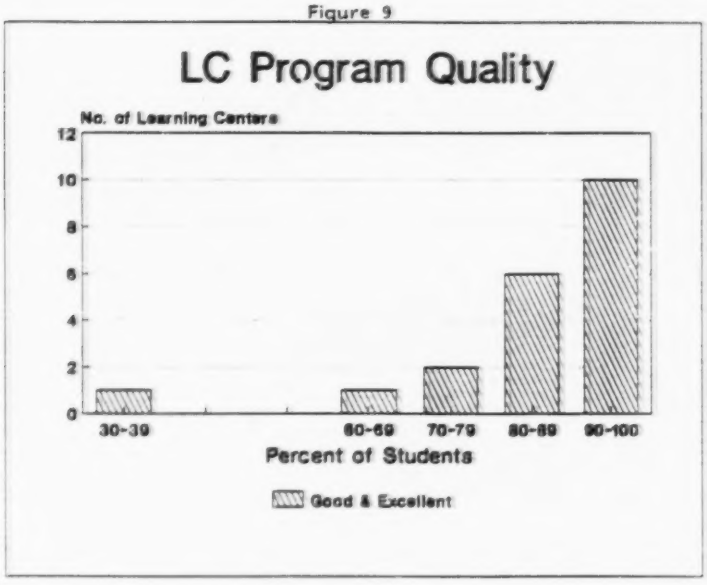
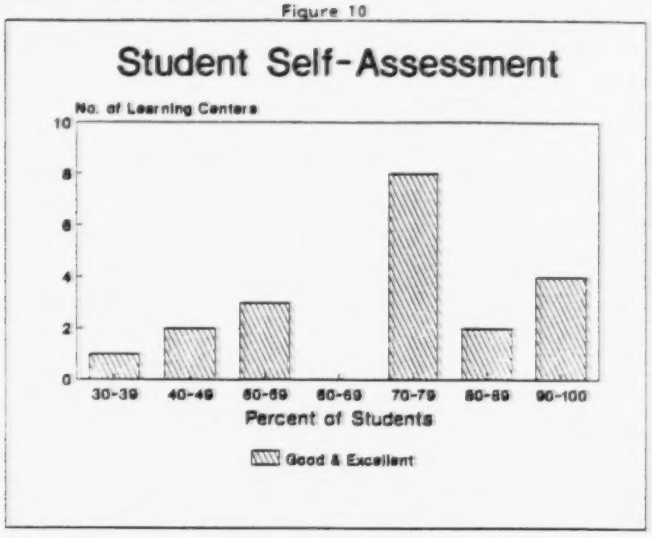


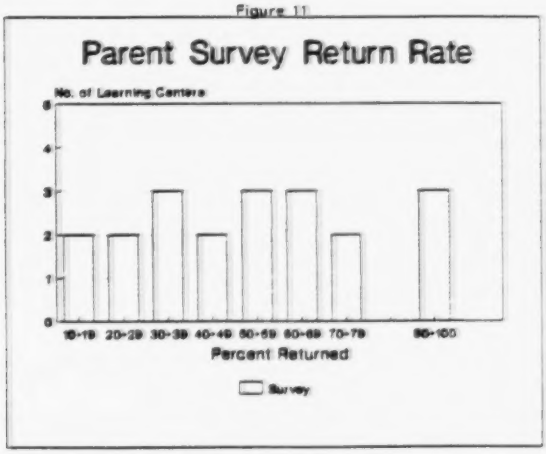
Figure 10



Overview of Parent Findings

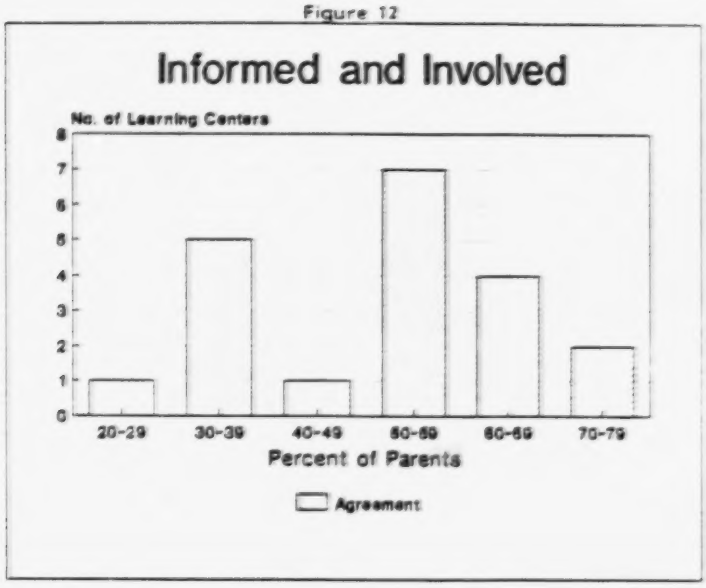
Learning Center parents were surveyed at the end of the Spring semester 1988 to provide data on two broad goals of the Learning Center program: Did the parents feel the program was meeting the needs of their children with special interests and talents; and did they feel sufficiently informed and involved so that they could make choices on the kinds of education they want for their children? The return rate for the parent questionnaires summarized in Figure 11 was comparatively good with at least 50% or more of the questionnaires returned in half the Centers. However, for four of the Centers, less than 30% were returned.

Figure 11



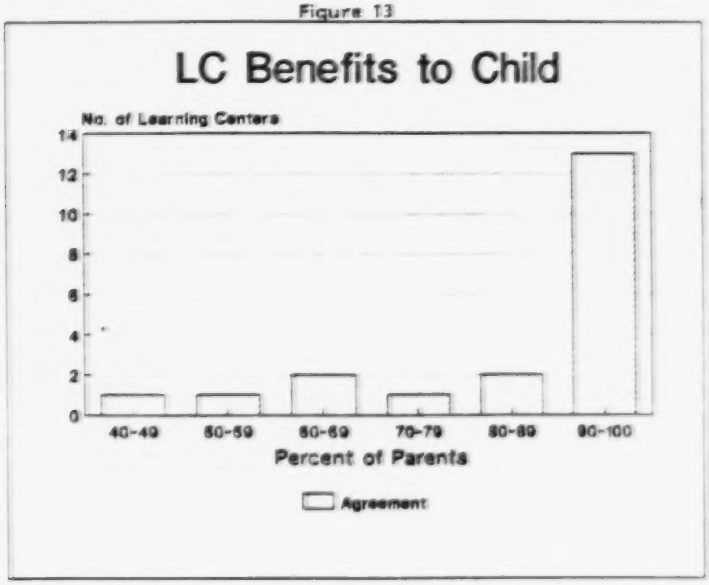
By and large the parents agreed that they were well informed about their children's Learning Center program but not about other Learning Center programs in their district, nor did they think they had sufficient opportunities to be involved. Taken together, in only six Centers did 60% or more respond positively to this **Informed and Involved** category. See Figure 12.

Figure 12



However, in terms of **Benefits to Child** category, (i.e., the Learning Center program was special and important in their children's education; contributed to meeting their children's interests and needs; and gave their children more of an educational choice), the parents were overwhelmingly positive. See Figure 13.

Figure 13



The parents who responded also strongly supported continuation of the Learning Centers and all but one Center had 60% and more of the parents who rated the quality of their children's Learning Center experience as Good or Excellent. See Figures 14 and 15.

Figure 14

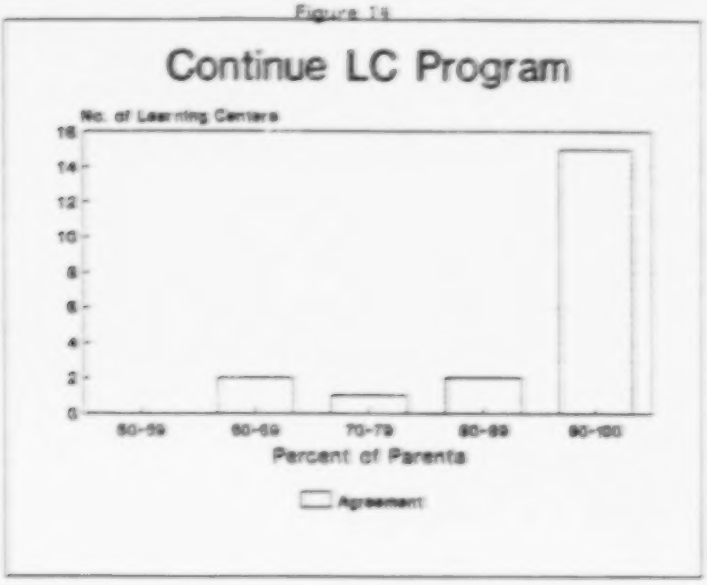
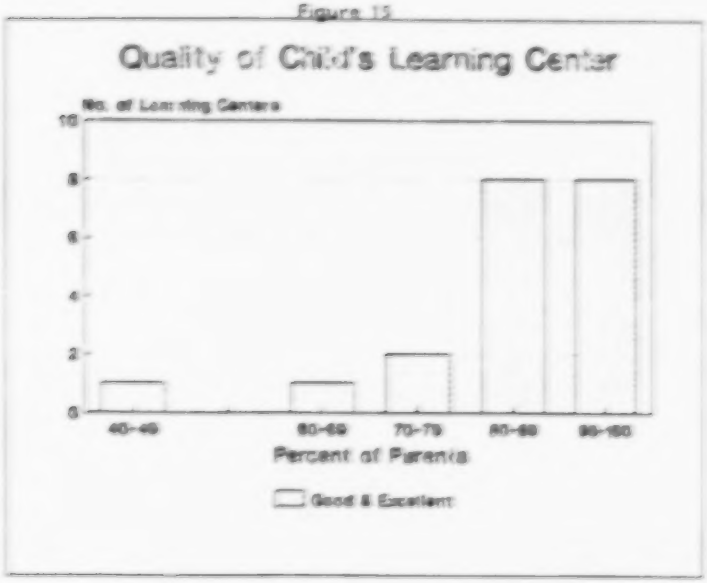


Figure 15



Other Evaluation Findings

Almost all the Learning Centers submitted additional information in support of their respective programs and to highlight their particular objectives. These data took the form of testimonial letters from community organizations, parents and businesses; results from additional surveys which solicited parent and student opinions; written essays by students who evaluated and critiqued portions of their Learning Center experiences; and educational awards and honors conferred. These are most often unique to each Center and the reader is referred to the individual Learning Center Evaluation Reports.

Major Accomplishments, Needs and Concerns.

Major accomplishments of the Learning Centers and their needs and concerns were collected. When the accomplishments and concerns were evident from information obtained by the evaluators' on-site visits to each Learning Center, from non-structured interviews with the Coordinators, other Center staff and/or district and school administrators, from parent and student questionnaire results and, where possible, from observations of center activities and class sessions, they were included in the individual Evaluation Reports. Table 7 contains these accomplishments and concerns.

Accomplishments. Accomplishments true for more than a majority of the 20 Learning Centers and relevant to the goals and definition of a generic Learning Center are described below.

1. Students of different ability levels, interests and talents can be provided with real educational options. This conclusion is based on diversity of themes within and across districts, on types of activities and experiences within Centers and on variety of Center admission procedures.

2. The "regular" curricula have been expanded and enriched. This was accomplished through offering new courses, providing additional enrichment activities and experiences, increasing the depth/breadth of existing courses, and/or providing for acquisition of more modern technological skills.

3. Community participation has enriched Center resources and learning opportunities. Businesses, agencies, community groups and individual experts contributed in a variety of ways ranging from direct instruction to monetary donations.

4. From the students' perspective, the Centers promoted distinctively different learning (i.e., in amount, type and method of learning) than found in a "regular" high school program.

5. From the parents' perspective, the Centers' programs benefited their children in educationally important ways and helped meet their needs and interests.

6. Compared to Spring 1987 implementation, the Centers appeared to operate in a smoother fashion. Most school and district Learning Center personnel had a clearer,

Table 7. OTHER EVALUATION FINDINGS: A

Site and Theme	Major Accomplishments
HONOLULU DISTRICT	
Science and Technology (Farrington)	1. Developed and operated an up-to-date LC lab (hardware and software) for use by L and LC students in three departments: S and Industrial Arts. 2. Developed and successfully implemented a Enrichment component of LC -- community field trips, demonstrations and exhibits r science and technology to careers. 3. Formalized LC/business partnership with Electric Co. and Hawaiian Telephone Co. 4. Expanded the regular school curricula by into science and math technological-social technological career-related skills.
Performing Arts (Kaimuki)	1. Musical production "Oliver!" was a succes 2. 110 students from 10 Honolulu District sc involved in the LC activities. 3. Extensive community involvement -- volu generously of their time and talent. 4. Strong district, school and community su
Communication Arts and Technology (Kaiser)	1. CAT program achieved all objectives. 2. Acted as a community access station (firs school to do so). 3. Produced instructional tapes for Universi Hawaii (LEAD project). 4. Gained in-kind contributions of about $7, utilizing community resources. 5. Obtained grants for further LC developm and implementation (over $50,000). 6. Made the community aware of Learning C and schoolwide activities through cablecas 7. Planned, organized, and implemented pre for key public-school events. 8. Reached out to feeder schools for greater communication via television news magazin 9. Established communication networks with both state and international. 10. Aided the institution of the Homework Te Hotline. 11. Evaluability of the program improved ove last year's. 12. Established advisory board with well-defi purposes, an improvement over last year'

	Needs and Concerns
C computer LC teachers cience, Math n extensive speakers, elating Hawaiian integrating issues and ss. hools were nteers gave ppert. t public ty of ,100 ent enter ting. sentations r interschool he unit. agencies, lephone r ned 's program.	1. Fiscal uncertainty and concern for adequate funding for a quality high-tech program. 2. Staffing the LC courses with committed and qualified teachers. Special selection of LC teachers for LC courses needs to be worked out. 3. Low enrollment in some newly developed LC courses resulting in overload in other courses. 4. Not judge success of new LC program by number of DE's until after LC program becomes stable, is fully publicized, and transportation problem worked out. 5. Parent communication concern, particularly since parents have limited English skills. 6. Clarification of LC expectations with key legislators. 7. Abrupt theme changes and the confusion and work they created. 1. Inadequate funding. 2. LC staff time should be increased for LC administrative responsibilities. 3. Original student and parent survey questionnaires should be kept. 4. Performing arts classes offered after school should be offered during school hours as a part of regular school course offerings. 1. Need widespread publicity to other schools in the district. 2. Need to recognize higher equipment and facility cost to operate project as compared to other projects. Funding should be allocated on operational cost rather than equal funding to each LC program in district.

Site and Theme	Major Accomplishments
International Studies and Foreign Languages (Kalani)	1. Developed Resource Center for computer- videocassette instruction. 2. Successfully implemented the 7th grade p 3. Expanded student participation in telecom 4. Expanded the student exchange program. 5. Continued providing real-life situations f practice and use of foreign language skil 6. Expanded and extended Learning Center to non-Kalani High students, an improve last year.
Humanities (McKinley)	1. Obtained another half-time position for L Center Coordinator. 2. Added intermediate school workshops in interpretation for seventh graders. 3. Added ninth grade honors program in La Arts and Social Studies. 4. Improved communication with students an about grades, progress and problems. 5. Developed more activities and opportuniti students than last year. 6. Formed an advisory board. 7. Improved integration of the arts and writ skills in courses offered. 8. Students wrote an original script using s Shakespeare's plays and performed the o 9. Developed evaluation instruments/forms f Learning Center evaluation. 10. Evaluability of the Learning Center impro last year. 11. Objectives of project achieved.
Science (Roosevelt)	1. Scholarly recognition. 2. LC Coordinator was Honolulu District Tea Year. 3. Grant writing; received grants. 4. Increasing community and business suppo
CENTRAL DISTRICT	
Agricultural Mechanics (Leilehua)	1. Strong positive LC student perceptions o and its impact. 2. Expansion of LC's resources by use of co expertise. 3. Great improvement in LC students' work and attitudes. 4. Effective use of existing school-community to provide "real-life" learning situations.

	Needs and Concerns
-assisted and rogram. mmunications. . or the lls. activities ment over	1. Lack of effective and timely communication. 2. Lack of information and training to operate in Center's quasi-administrative/instructional role effectively. 3. Uncertainty about the direction of the program and an apparent difference in the perceptions of people who have control over funding, implementation, direction, etc. 4. Low student and parent ratings on the student and parent surveys.
earning Oral nguage d parents es for ting scenes from riginal script. or the oved over	1. Finding qualified personnel for instruction during class hours (regular school hours). 2. "Selling" the Learning Center idea to faculty. 3. Recruiting students for the Center, especially from other schools. 4. Scheduling classes and activities for optimum enrollment and participation. 5. Loss of funds because of late notification, confusing information, especially regarding "A" funds. 6. Lack of facilities. 7. Disseminating information about the project to parents, students and public, especially to other schools.
cher of the rt.	1. Insufficient funding and late disbursement. 2. Full-time coordinator is essential. 3. Inadequate lab facility. 4. Student and parent questionnaires need to be vigorously pursued. 5. Class attendance needs to be improved and monitored.
f the LC mmunity habits y links	1. Student recruitment from other schools. 2. Student recruitment from within the school's own student body. 3. Limited course offerings -- one course only. 4. Publicity and dissemination about LC's have been limited.

Site and Theme	Major Accomplishment
Media and Communication (Moanalua)	1. More direct and effective "hands-o learning up-to-date technical comm 2. Improvement in LC students' "on-c and oral communication. 3. Students have learned the procedu a full video production and the im interpersonal, "team" interactions 4. Contacts made and expressed inter TV and educational stations. 5. Shown the combined attraction of program within a school with a po one-half LC enrollment were DE's.
International Studies (Radford)	1. Greatly expanded course offerings at any other public high school in 2. LC American History class (AP) w National Bicentennial Competition o and Bill of Rights and represented national competition in Washington, 3. Professional competence, love of th matter and enthusiasm about their were clearly shown in parent and and comments.
Power and Automotive Technology (Waialua)	1. Taught in distinctive fashion whic knowledge-content with skills-proc individualized student progress ap school-community learning experie 2. Enriched the existing automotive p high tech skills into curriculum an "hands on" learning experiences.
LEEWARD DISTRICT	
Marine Science (Waianae)	1. Enriched the science program in th schools by bringing marine science with hands-on activities.
Business and Computer Technology (Waipahu)	1. New alternatives for students and hands-on experiences in business exploratory programs in the field computer technology. 2. Teamwork of teachers displaying c and initiative, led by an outstandi coordinator and supported by an committed administrator. 3. Active community support and inv experiences extending into the co community members actively partic activities.

ts	Needs and Concerns
n" approach to unication skills. amera" presence ores for producing portance of in doing so. rest in LC by local a specialized LC sitive image.	1. Students enrolled in LC without much interest or commitment to the program in order to obtain Moanalua DE's. 2. Concern about organization, preparation and scheduling of LC activities. Increased attention to these areas needed. 3. Somewhat narrow use of community resources and expertise.
; some not available the state. on the State on the Constitution Hawaii in the D.C. he subject students' learning student surveys	1. Stable, reliable funding is a major concern and is needed in order to both plan a coherent, high quality program and to attract high quality, competent teachers. 2. Increased security and custodial services needed to operate after-school hours programs. 3. Transportation for students so that they may take advantage of what LC's have to offer. The issue is one of educational equity. 4. Communication and publicity about Radford's LC with those within the district and state.
h integrated edures; used an proach; orchestrated nces. program by integrating d by providing	1. Difficulties enlisting students from other schools even though its program is unique in the district and the state because travel time even from nearest school is long and commuter travel is away from, not toward, Waialua. 2. Concern about expanding and relying on community resources because of few in the immediate vicinity and school is located in remote geographic area.
he complex elementary e into the classroom	1. Due to lack of adequate facilities, there was no center of operations for the LC. The LC Coordinator traveled to schools, transporting materials and supplies for activities. In 1988-89, the LC will be located in a new science building on the high school campus. 2. A majority of parents were not informed about the LC in general and about opportunities for involvement in the LC program.
parents through education and career of business and ooperation, dedication, ing and committed nterested and olvement with student mmunity and pating in LC	1. Successful recruitment of LC participants outside of home school was hampered by late designation of the LC. Registration had already been completed. 2. Students hesitant to enroll in Business Education courses because of new requirements for the honors diploma program. 3. Scheduling of rotational cycle periods had to be revised so that advanced business education classes could have adequate use of the equipment while sharing it with LC classes. 4. Improvement is needed in the job interview project. Revisions are being planned.

Site and Theme	Major Accomplishments
WINDWARD DISTRICT	
Community Performing Arts (Kahuku)	1. Slight increase in student participatio 2. Production well received by communit
Community Quest (Kailua)	1. Generous LC staffing by district and 2. Increased number of learning stations 3. CQ and IQ newsletters for informing community. 4. All seniors passed HSTEC. 5. Students received scholarships and jo
Communication Arts (Kalaheo)	1. Parent and student survey results im last year's. 2. Staff did an excellent job of publicity and distributed a newsletter to paren 3. Held 2 media festivals at the Honolulu Arts. 4. Produced videotape on behind-the-sc LC activities. 5. 38% of LC students were not from Ka
HAWAII DISTRICT	
Performing Arts (Hilo)	1. Developed and implemented the Hawai Performance Arts Learning Center. students gave the program a favorabl 2. Established a "partnership" between community to carry out LC activities. 3. Developed, as in the past, common in parents and students of three high s feeder schools. 4. Unlike last year, formed advisory boa 5. Improved parent involvement over las 6. Achieved LC objectives. 7. The evaluability of the LC improved last year. Developed student outcom and assessment instruments.
Electronics Technical (Waiakea)	1. Developed intensive electronics traini exposure to technologies within the e 2. Developed team teaching between sec secondary electronics instructors to i learning. 3. Modernized facilities for student activ

	Needs and Concerns
n in LC. y.	1. Reconsider program focus and clearly state how it enriches and expands the regular program. 2. Closer supervision and monitoring of LC program, particularly recordkeeping and data collection. 3. Inadequate facility resulted in frustration of all parties involved.
school. . parents and b offers.	1. Late release of funds. 2. Overwhelming amount of staff time spent on publicity, yet CQ has been around for over 15 years. 3. Administrative demands (e.g., recordkeeping, data collection, LC meetings, preparation for legislative hearings) considered excessive by LC staff. 4. Concern about quality of program documentation and data recorded. 5. Inadequate facilities. 6. District and curriculum specialists should review learning stations' credit course content. 7. Convenient public transportation routes needed.
proved over and designed ts. Academy of enes look at aheo.	1. Inadequate facility, particularly for safety and security of expensive equipment. 2. Inadequate funding; AV and electronic equipment is very expensive. 3. Completion rate of 9th grade G/T class should be improved.
District Parents and e evaluation. school and terest among chools and ard. t year. over e objectives	1. Hilo High School's auditorium needs improvement (a major facility for LC activities). 2. The LC coordinator needs clerical help to handle the business of "paperwork." 3. Need complete budget expenditure reports so that LC operational cost can be determined.
ng coupled with lectronics industries. ndary and post- ncrease student ities.	1. Need to hire a learning center coordinator/instructor. 2. Need to determine whether student outcome objectives were attained. 3. Low student ratings of motivation and overall self-assessment. 4. Low parental ratings on being well-informed about other district learning center programs. 5. Low student enrollment.

Site and Theme	Major Accomplishments
MAUI DISTRICT	
Performing Arts (Baldwin)	1. Offered participation in theatrical produc students in 12 schools at elementary, int and high school levels. 2. Added new courses and additional teache high school students. 3. Increased opportunities for individual gr cooperative learning experiences. 4. Outstanding reciprocal community involve 5. Nine PALC productions were performed audiences which provided the students w spectrum of experiences.
Agriculture (Lahainaluna)	1. Is the only LC that accepts students int intensive plant science program from all via its boarding program. 2. Added new advanced courses and specia equipment not available in other agricult It emphasizes hands-on experiences via school projects. 3. Continued active community involvement enables the LC to more readily prepare for post-high school careers in agricultu 4. Concerted effort succeeded in improving communication with parents as recommend the 1986-87 evaluation.
KAUAI DISTRICT	
Performing Arts (Kauai)	1. Enriched and expanded performing arts public secondary schools on Kauai by pr experiences in theatre performing arts. 2. Enhanced development of pride and self- of individual participants while emphasizi importance of teamwork and ohana for a 3. Increased parent pride and involvement community involvement were evidenced in second year of operation. 4. As recommended in 1986-87 evaluation, i in KPAC communication with parents was successfully undertaken. 5. LC functioned according to plans and tim within the planned budget.

	Needs and Concerns
ctions to ermediate rs for owth and ement. or varied ith a	1. Uncertainty of funding hampered long-range planning. 2. Need for increased involvement of parents, especially on the intermediate and high school levels. 3. Operational problems related to timely processing of purchase orders and space needed for set construction. 4. Problems related to students on district exceptions not committed to PALC, the DOE 2.0 grade requirement, and students needing encouragement and attention to develop confidence in performing arts activities.
erested in districts ized ure programs. pecial which ts students re. ded in	1. Need for a permanent full-time coordinator/teacher position provided through general funds. 2. Class periods not long enough for certain advanced classes. Adjustments to be made by scheduling double periods next year. 3. Need for improved organization and supervision of students in certain LC classes. The addition of another part-time staff member next year will help to address this problem.
programs in oviding confidence ng common goal. and KPAC's nprovement nelines and	1. Transportation remained constant concern for all, especially for feeder school students. 2. Need for a more readily available performance hall for theatrical productions. 3. Need to cut down on paperwork for coordinator/director.

more focused picture of a Learning Center and a better grasp of the state Learning Center goals.

7. Compared to Spring 1987 findings, nearly all the Centers have articulated the anticipated impact of their respective activities on participating students (i.e., measurable objectives).

8. The Centers have extended participation and services to students from other schools, primarily intermediate and elementary students.

9. The School Coordinators and Learning Center staff have displayed strong professional commitment and competency in implementing and administering this complex program.

Needs and Concerns. Concerns were primarily about how to carry out the state level intentions and goals of a Learning Center program effectively given the resources, personnel and external constraints.

1. Fiscal uncertainty (e.g., whether the Center will open or continue, budget changes, insufficient funding) remained problematic for the Centers. There was understandable hesitation to gain and give commitments to community businesses and resource experts; to parents and students, particularly those who must arrange for district exceptions and transportation; and to the teaching staff with the resulting impact on course assignments, scheduling, and timely acquisition of instructional materials and equipment.

2. There was general concern about how to best attract and recruit high school students, particularly those from outside the attendance area, while maintaining professionally positive relations with fellow educators at the home school and district schools.

3. There is continued concern about reaching and communicating with parents about the new educational choices offered by Learning Centers. The concomitant concern was about the diffuseness of responsibility for the various levels of information and dissemination (e.g., within the high school, across high schools, elementary and intermediate schools within the district and out to the general public and community at large) and lack of action in this regard. Without information, there is no true parental choice.

4. Maintaining high quality standards of operation and instruction and at the same time carrying out administrative, curricular and community recruitment responsibilities, the Coordinators were stretched too thin. Districts need to support a full time Coordinator position. Additional assistance for the Coordinator from schools, districts and state seems needed. Assistance could range from providing more school level clerical help to writing curricula. Setting priorities at school, district and state levels would also help Center management and administrative operation. Currently there is little to guide the decision making about how best to use limited resources. For example, within the broad target population of "public school students with special interests and talents" (OIS, 1988, pp.2-3), who are more important to serve? Are student from Kindergarten to high school, in and outside the Centers' attendance areas, of equal priority? Should more effort be used in reaching intermediate and elementary students or should such

efforts be of secondary importance to mustering community resources, for example?

5. Student transportation remains a concern, particularly for geographically "isolated" and rural Centers where public transportation is limited or non-existent. Adolescents are often reluctant to leave their home school and friends to enroll in a "new" high school but may take advantage of a Center's specialized program during or after school if transportation is feasible. More important than student convenience and efficient use of scarce resources, is the issue of educational equity and accessibility raised by such transportation difficulties. If the Centers are not to " exclude or segregate students because of race or financial or social status..." (OIS, 1988, p. 3), then creative and non-costly means of dealing with transportation problems need to be explored at all levels. Again priorities are unclear: How important is transportation relative to other Learning Center areas demanding resources? Basic policy decisions need to be made.

Discussion and Recommendations

This is not a summative evaluation. Therefore the recommendations are formative in nature and are for the express purpose of assisting in the **improvement** of the Learning Center program. The fundamental thrust of this section is for proactive problem solving rather than reactive trouble shooting.

1. **Provide more program management and curricular development assistance and review school, district and state Learning Center responsibilities.**

As noted in the Spring 1987 overall Learning Center Evaluation Report "the development, administration, ... operation [and instruction] depended directly upon the creativity, commitment and expertise of school-level personnel" (PEB, 1987, p. 26). During SY 1987-88 district and state level personnel have provided more assistance carrying out some administrative tasks. State program curricular specialists have begun to assist in curricular program planning. State evaluation specialists have provided technical assistance.

Nevertheless, heavy responsibilities remained on the shoulders of part-time school Coordinators. The sense from the field is that they are stretched too thin. The **Learning Center Guidelines** (OIS, 1988) did lay out the various layers of responsibilites at state, district and school levels. There is less ambiguity about "who is responsible for what". However, as the program evolves these assigned responsibilities need to be reviewed by all involved (principals, school Learning Center coordinators, District Coordinators, OIS program managers) and then acted upon. More curricular assistance to the Centers (e.g., review course content, monitor quality of contracted instuctional services, assist with development of new courses for credit) by district and state program managers is recommended.

Additional specificity and increased coordination among school, district and state levels for the same broad responsibilities (e.g., disseminate Learning Center information) would be helpful. Small group working-meetings for Centers with thematic similarities also appeared as valuable forums for sharing expertise and problem solving. State and district personnel should administratively support such meetings for SY 1988-89. It is highly recommended that any new Center staff be provided with in-service training for administrative Learning Center management and on the principles underlying Learning Center design, operation and desired outcomes.

2. **Set school and district program priorities for decision-making.**

The Learning Center program by intention and definition provides some degree of district and school level autonomy in decision-making and sufficient program flexibility to be responsive to the community (parents and students) needs. The **Learning Center Guidelines** (OIS, 1988) gives wide latitude in terms of flexibility and articulates understandably ambitious state goals. However, with finite resources, setting priorities at the school and district level so that reasoned and intelligent choices among a number of seemingly attractive and beneficial options seems needed. "Prioritizing" and updating Center **program** goals and objectives, for example, may help guide hard choices at the school level about allocation of resources and time.

3. **Articulate limits on variability of a "specialized program".**

The state's **Learning Center Guidelines** (OIS, 1988) was a significant step toward further definition and description of a Learning Center. Among other things, it provided a clearer procedural picture and general criteria for selecting themes. Remaining vague, however, is what constitutes a "specialized program". More specifically, what are the parameters within which program variability across Centers is appropriate and positive? What would a fully developed and implemented program in a given thematic area be like? Could a series of intensive workshops or play productions be considered a valid end point? Is a single course with an enrichment lab sufficient as long as the other design features are in place? Or would a specialized program be more akin to a college major or minor in a particular discipline area? It appears that what needs to be balanced is the tension between flexibility and responsiveness on one hand and progressive program development and coherence on the other. Gauging appropriateness of expenditure, services, enrollment size and so on will remain fuzzy until the "variability" parameters are articulated at the state level. (In fact, it may be as simple as noting that all variability **is** legitimate as long as the the needs of students are met; community is involved in planning and contributing resources; there is an expansion and enrichment of the regular program; and scarce resources are shared across schools.)

4. **Conduct school and public information campaigns.**

More district and state-wide information and publicity regarding the Learning Centers are needed. Since many of the parents across all Learning Centers were not aware of other Learning Centers in their district, increasing the amount and timeliness of such information may help provide parents with true educational choices. Simply stated, there is no meaningful choice without information about the Centers. The school Coordinators have been disseminating information primarily to their Learning Center parents. Now the task is to broaden the audience. Intermediate school students and parents need Learning Center information so that they may make choices among the high schools. High school students and their parents within the districts and through out the state should be informed. The districts and state have plans for comprehensive campaigns for Fall 1988 prior to January 1989 registration for Fall 1990 courses. The expectation is that enrollment should increase (both home school and district exceptions) and parents' understanding of their educational choices should increase. A concomitant recommendation is to thoroughly inform the regular school staff at the Learning Centers' sites about the Centers' purposes and intent. Address how the staff may

contribute to the Learning Center program as well as how the Center may contribute to their working conditions and school climate.

5. **Identify and address potential problems of Learning Center staff recruitment.**

The issue of how to recruit highly skilled and competent teachers with the relevant curriculum knowledge should be raised and addressed in a proactive fashion. To have an excellent specialized program will ultimately rest on more than one Learning Center coordinator/teacher's efforts and talents. The regular school staff needs to be more fully informed and selectively involved. At the same time, it would be helpful to anticipate likely barriers to recruiting/hiring DOE teachers external to the Learning Center school site and how the barriers can best be addressed.

6. **Investigate and present transportation options.**

State and districts should investigate transportaion options for students. This problem will continue because of the very nature of the program: Its intent is to share scarce resources across attendance and district boundaries and to provide true educational choices without excluding those who may be financially less able. To fully realize such an intent requires that transportation options be fully investigated. How and which businesses, governmental agencies, community organizations and parent groups could contribute should be considered. In addition, action on the year round permission form for transportation is still needed.

7. **Continue monitoring features of the Learning Center program that contribute to educational equity, choice and efficient resource sharing.**

Implementation of various design features and operational procedures of the Learning Centers (such as types of admission standards required, student selection procedures used, transportation options pursued, systematic information campaigns conducted) should be monitored at school, district and state levels.

8. **Provide stable, reliable funding during formative years.**

The funding uncertainty has hampered planning and coordinating efforts as noted in this evaluation as well as in the SY 1986-87 evaluation report. Not providing a reasonable funding time frame to get a major program off the ground effects teacher morale, enrollment efforts, regular school staff commitments and publicity action. Reliable funding during the formative years is needed in order to adequately plan and implement these high quality, thematic programs; to attract and engage highly skilled instructors; and to pull in and honor commitments to parents, students and the wider community.

9. **Articulate state goals for future growth of the Learning Center program.**

Currently all seven districts and 53% of the high schools statewide have Learning Centers. What are the future plans for expansion to other sites and on what educational-social bases would future expansion be decided? What are the respective trade-offs between concentrating on existing sites and expanding to new sites? Future plans need to be articulated and shared.

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Appendix A

Evaluation Report, SY 1987-88:

- Farrington Science and Technology Learning Center
- Kaimuki Performing Arts Learning Center
- Kaiser Communication Arts and Technology Learning Center
- Kalani Learning Center for International Studies and Foreign Languages
- McKinley Humanities Learning Center
- Roosevelt Science Learning Center

- Leilehua Agricultural Mechanics Learning Center
- Moanalua Media and Communication Learning Center
- Radford International Studies Learning Center
- Waialua Power and Automotive Technology Learning Center

- Waianae Marine Science Learning Center
- Waipahu Business and Computer Technology Learning Center

- Kahuku Community Performing Arts Learning Center
- Kailua Community Quest
- Kalaheo Communication Arts Learning Center

- Hawaii District Performance Arts Learning Center
- Waiakea Electronics Technical Center

- Baldwin Performing Arts Learning Center
- Lahainaluna Agriculture Learning Center

- Kauai Performing Arts Center